

Scenario 3

Fair Trade Youth Co-op

The Fair Trade Youth Co-op

An increasing number of students are concerned about fair trade, responsible consumption, the environment and cooperation. The values underlying these issues are very similar to those promoted by the **Youth Co-op** program. That is why it seemed natural to include a **Fair Trade Youth Co-op** section in this guide. The steps for creating this type of collective enterprise are the same as in Scenario 2; however, some educational activities about fair trade were added.

Educational purpose

Managing a project based on democratic management practices entails acquiring skills related to Personal and Career Planning and Citizenship and Community Life. The **Youth Co-op** also integrates the cross-curricular competency of collaborating with others.

Intended users of this toolkit

The tools presented in the **Fair Trade Youth Co-op** section are designed for any group of promoters wishing to create a collective enterprise that aims to raise awareness about fair trade and the importance of buying locally, particularly by selling local and/or fair trade products to the student community.

The promoters group

There is no set rule defining who can be a promoter. The promoters may, for example, be a group from the student council or a teacher and a parent, and their goal might be to create a small food-services cooperative. Another group might consist of a teacher, who is responsible for individualized learning paths, and his or her students. This group may have already completed the **Youth Co-op** Scenario 2 the year before and has now decided to expand their project to include a sustainable component. This kind of cooperative not only provides real-world experience in creating and managing a business but also addresses the need to educate the population about fair trade, responsible consumption, the environment, etc.

Creating a Fair Trade Youth Co-op

The process is essentially the same as that of creating any other type of **Youth Co-op** but includes one additional step: *Fair Trade Awareness*

1. *Breaking the Ice* - to create a climate conducive to work.
2. *Learning cooperation* - to help youth understand the concept of cooperation and its values. The success of the collective entrepreneurial project depends on them. This step enables the group to confirm the choice of the cooperative option.
3. *Clarifying the democratic functioning of a cooperative* - to understand the important rules and characteristics of cooperatives and the democratic functioning of a **Youth Co-op**.
4. *Choosing a collective project* – to commit to a project, plan and distribute tasks.

Duration of a Fair Trade Youth Co-op project

There is no limit. As long as the business adequately meets the needs of its members and covers its costs, there is no reason to dissolve it.

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Scenario Fair Trade Youth Co-op

Choice of facilitator

The Regional Collective Entrepreneurship Awareness and Promotion Officer, who has been specially trained, serves as a volunteer facilitator for all **Fair Trade Youth Co-op** projects. Where necessary, an external resource person from the business community, the fair trade sector, or any other relevant field may be invited to act as facilitator. Such a person may be an Youth Entrepreneurship Awareness Agent, an employee or a board member from a local cooperative, a fair trade retailer, an employee from an international cooperation agency, etc.

Choice of local resource person

Any school staff member who helps students with their project: teacher, extracurricular activity facilitator, spiritual care and guidance and community involvement animator, special educator, professional resource person specializing in entrepreneurship, guidance counselor, person responsible for the GOAL approach, or any other staff member.

Youth Co-op group accreditation

Official accreditation is issued by the **Conseil québécois de la coopération et de la mutualité** for all **Youth Co-op** projects using this method. These projects qualify under *La Relève en action* of the Fondation pour l'éducation à la coopération et à la mutualité and the Fondation Desjardins. They can also compete in the Quebec Entrepreneurship Contest and may receive funding as part of the Introduction to Entrepreneurship Measure (IEM) of the ministère de l'Éducation, du Loisir et du Sport. Awards are granted at special regional and national gala events.

Scenario 3

Summary

Requirements
A group of promoters who would like to create a cooperative business to respond the permanent, ongoing needs of a group or community (various supplies, nutrition, entertainment, product sales, etc.) as well as raise awareness about fair trade and buying locally.

Additional Step – Fair Trade Awareness

- Breaking the Ice: The Ball of Wool** 192
- **Objective:** Help participants get to know one another and the reasons why they joined this project.

- Activity A: The Actors Game** 193
- **Objectives:** Understand the issues surrounding responsible consumption and find ways to raise awareness among students about this type of consumption.

- Activity B: Fair Trade Role play** 196
- **Objective:** Understand the basic principles of fair trade.

- Activity C: The Chairs Game** 202
- **Objective:** Visualize the demographic, ecological and economic imbalances between continents.

- Activity D: Choosing Products** 216
- **Objective:** Think about the impacts of your choices when selecting a product to sell in the **Fair Trade Youth Co-op**.

- Optional activity: The Hunger Dinner** 225
- **Objectives:** Raise awareness about the various realities of young people around the world.
Get participants to think about the different realities faced by youths in other countries.
N.B.: The facilitator or the school resource person should decide if he or she wants to do these activities consecutively or integrate them with the other steps for creating a Youth Co-op (Scenario 2, for example).

Step 1 – Breaking the Ice

- Activity 1: Find Someone Who...** 98
- Activity 2: Birthday Lineup** 101
- **Objectives:** Help participants get to know one another.
Create a favourable work environment.
Understand participants’ expectations.
Create working groups randomly.

3 Scenario

Summary

Step 2 – Teaching Cooperation

Activity 3: A Lesson from Nature 104

Activity 4: The X and Y Game 107

► **Objectives:** Understand and discover the advantages of cooperation.

Confirm participants' willingness to get involved in a collective project based on these values.

Step 3 – Understanding the Democratic Functioning of a Cooperative

Activity 5: Characteristics of a Cooperative 116

► **Objective:** As a group, agree on a definition of a cooperative business, and understand its rules.

Activity 6: Broken Sentences 122

► **Objective:** Discover or recall important characteristics of cooperatives.

Activity 7: The Democratic Functioning of a Cooperative 131

► **Objective:** Understand the democratic functioning of a cooperative and a **Youth Co-op**.

Step 4 – Choosing the collective project

◦ Assessing local needs 144

◦ Consulting the Governing Board 147

◦ Conducting a feasibility study 148

Step 5 – Managing the Youth Co-op

Activity 8: Roles and Responsibilities of Committees and Board of Directors 154

► **Objectives:** Understand the roles and responsibilities of each Committee and Officer.

Help individuals choose which Committee to sit on and generate interest in elections.

Create a plan for the **Youth Co-op**.

◦ Business plan 161

Step 6 – Moving along with our Youth Co-op

◦ Articles and bylaws 164

◦ Founding General Meeting 176

◦ First Board Meeting 177

◦ Election of Committee Coordinators and General Coordinator 180

Conclusion 183

Scenario 3

Activities to do according to participant roles

Participants Activity	Promoters Group	Board Members	Working Members
Step 1 – Breaking the Ice Activity 1: Find Someone Who... Activity 2: Birthday Lineup	X	X	X
Step 2 – Teaching Cooperation Activity 3: A Lesson from Nature Activity 4: The X and Y Game	X	X	X
Step 3 – Democratic Process of a Cooperative Activity 5: Characteristics of a Cooperative Activity 6: Broken Sentences Activity 7: Democratic Functioning of a Cooperative	X	X	X
Step 4 – Choosing a Collective Project Assessing local needs Consulting the Governing Board Conducting a Feasibility Study	X		
Additional Step: Fair Trade Awareness Breaking the Ice: The Ball of Wool Activity A: The Actors Game Activity B: Fair Trade Role play Activity C: The Chairs Game Activity D: Choosing Products Optional Activity: The Hunger Dinner	X X	X	X

next →

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Scenario

Activities to do according to participant roles

Participants Activity	Groupe de promoteurs	Membres du conseil d'administration	Travailleurs
Business plan	X		
Articles and Bylaws (recruiting members)	X		
Founding General Meeting	X		
Activity 8: Roles and Responsibilities of Committees and Board of Directors		X	X
First Board Meeting (electing the Board of Directors)		X	
Election of Committee Coordinators and General Coordinator			X

Additional Step

Fair Trade Awareness

Breaking the Ice

The Ball of Wool

- **Objective:** Help participants get to know each other and the reasons why they joined this project.

Preparation

Materials for each team

- One ball of wool

Cooperative context

- Taking turns

Team size

- Large group

Activity

Getting started

The facilitator explains to the participants that they will be working on a long-term project and that one of the important steps before starting a collective project is to learn about one another. The purpose of this activity is to get to know other participants' names, their reasons for joining and their goals.

Procedure

Participants form a big circle. The facilitator tells participants that they must answer three questions when they receive the ball: What is your name? What is your favourite school subject? Why did you decide to join this project? Holding the ball, the facilitator begins: "My name is... My favourite subject at school is... I decided to join the project because..." Then, keeping hold of the end piece of wool, the facilitator throws the ball to another participant. The process is repeated until all participants have spoken and all are connected by the string of wool.

Feedback

Once everyone has spoken, each participant must locate the person that spoke immediately before him or her and relay what that other person said. To find who spoke before them, they can simply follow the string. Doing this activity will enable students to remember everyone's name and the reasons why they got involved in this project.

Activity A

The Actors Game

- **Objectives:** Understand the issues surrounding responsible consumption and find ways to raise awareness among students about this type of consumption.

Preparation

Materials for each team

- One improvisation card

Cooperative context

- Brainstorming
- Discussion

Team size

- Teams of four (home group) and large group

Activity

Getting started

The facilitator checks that participants know the rules for improvisation and asks participants what they think responsible consumption means.

Procedure

Each team reads the improvisation card they were given. They have couple of minutes to agree on the storyline and characters they will use. It is very important that all students be involved in the improvisation.

Once ready, each team presents its improvisation in front of the other teams.

Feedback

After each improvisation, the facilitator elicits a discussion about the issues introduced in the skits and the things to do in those kinds of situations.

Be careful! The purpose of this activity is not to zoom in on or criticize participants' behaviour but to raise awareness about the types of things that constitute responsible consumer behaviour.

Task Sheet

Improvisation card

Improvisation theme: Responsible consumption

Number of players: whole team

Duration: 2 minutes.

Description: Marie-Josée's family always uses biodegradable dish soap whereas Jonathan's mom always uses the cheapest popular brand. Justify your ideas during the improvisation.

Improvisation card

Improvisation theme: Responsible consumption

Number of players: whole team

Duration: 2 minutes.

Description: Chloe brings her lunch to school in a plastic bag and puts her sandwich in a Ziploc bag. Nicolas uses a washable plastic container for his sandwich. Nicolas is being laughed at because he has a teddy bear lunch box.

Improvisation card

Improvisation theme: Responsible consumption

Number of players: whole team

Duration: 2 minutes.

Description: Josée is in the bathroom, washing her metal kitchen utensils. She keeps the utensils in her locker for her lunches. When Stephanie sees her in the bathroom, she wonders why Josée is bothering to wash dishes. Stephanie always has plastic utensils so she can throw them out after every meal.

Improvisation card

Improvisation theme: Responsible consumption

Number of players: whole team

Duration: 2 minutes.

Description: During the Board meeting, Myriam suggests selling coffee for \$1.25 or \$0.50 for those who bring their own mug. The members are not too sure about it because they think they will lose money. Myriam thinks she has a really good idea and tries to convince the other members.

Activity

Task Sheet

Improvisation card

Improvisation theme: Responsible consumption

Number of players: whole team

Duration: 2 minutes.

Description: At a Board meeting, the youth debate about whether to use biodegradable cleaning products or chemical cleaning products to clean the **Fair Trade Youth Co-op**. The two groups defend their points of view.

Improvisation card

Improvisation theme: Responsible consumption

Number of players: whole team

Duration: 2 minutes.

Description: The **Fair Trade Youth Co-op** has received merchandise that its members must unpack and place on the shelves. When it's time to throw the boxes out, members realize that there is no recycling bin in the school. The workers know they will receive orders every week and they want to find solutions to this problem.

Activity



Fair Trade Role Play²⁸

► **Objective:** Understand the basic principles of fair trade.

Preparation

Materials for each team

- Role cards
- Nine \$1 bills of Mayan money

Cooperative context

- Discussion

Group size

- Large group

Activity

Getting started

The facilitator explains that participants will watch a short sketch that will help them understand the concept of fair trade. The story is based on cocoa (chocolate), but could also represent the trade of other types of products, such as coffee, tea or rice.

The facilitator asks for six volunteers to act out the roles. Each volunteer receives a role card and reads the character description on his or her card aloud for the rest of the participants.

Procedure

First sketch

All characters stand in line in the following order: producer, coyote, multinational company, distributor, supermarket, consumer.

The producer makes the cocoa and sells it (but doesn't get paid right away) to the coyote who sells it to the multinational company who sells it to the distributor who sells it to the supermarket.

The consumer buys the chocolate for \$9 at the supermarket. The supermarket gives the distributor \$7 and the distributor gives the multinational company \$5.00. The multinational company gives the coyote \$3 and the coyote gives \$1 to Armando, the producer.

After the first sketch, the facilitator asks the following questions:

Do you find this situation fair? Why?

Expected answer: No, because the producer only receives one dollar while everybody else receive two dollars.

Why is it unfair that the producer only receives one dollar while everybody else gets two dollars?

Expected answer: Because he did all the work! In our story, without the producer, the consumer could not buy chocolate.

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28. Adapted from a Miel Maya Honing asbl workshop, Belgium.

Activity

Fair Trade Role Play

How could we do it differently?

Expected answer: We need another dollar so that everybody can make two dollars. It means the consumer must pay more for his chocolate.

Will the consumer agree? Even if s/he agrees to pay more, are we sure this money will go to the producer?

Expected answer: No, because nobody will check. We need to find a solution where everybody makes enough money to live decently.

Perfect! Ask the multinational company if it wants to make less profit – that is, earn less money. Ask your parents if they are willing to receive a smaller salary.

It's not so easy to find a solution...

Second sketch

Of the previous characters, only two remain for the next version of the sketch: the producer and the consumer. Two new characters are added: an organization named Cocoa Maya and a sales outlet.

The two volunteers playing the new characters read their role cards aloud. So we now have: the producer, Cocoa Maya, the sales outlet and the consumer.

The producer sells his chocolate to Cocoa Maya. The consumer pays \$9 for the chocolate from the sales outlet. Cocoa Maya gives the producer \$5 and the sales outlet \$2.

Cocoa Maya keeps a part of the profit to cover employee wages and transportation and transformation of the product.

The facilitator asks the following question:

Do you find this situation fairer than the first one?

Feedback

The facilitator asks the following questions:

What did you find the most striking about these two examples?

What do you now understand about fair trade?

How can your **Youth Co-op** play a role in the lives of small producers living on the other side of the world?

Activity

B

Task sheet

Producer

Hi, my name is Armando and I am a Mexican farmer. I have a little field where I cultivate corn and red kidney beans. I have some chickens. With these, we have just enough to eat every day. I also have some cocoa trees. They are in the forest nearby. They produce cocoa beans that I can sell. With the profits, I can buy clothes, shoes and other things. Sometimes I only receive a little bit of money for my cocoa. When that happens, I cannot buy everything I need.



Coyote (trade intermediary)

Hi, my name is Diego and I am a Mexican coyote. I have a little van. With this van, I can go to farmers' villages. Very often, those villages are far apart and I need to do a lot of driving. I buy the cocoa from the farmers. I pay whatever price I want. Besides, the farmers can't sell their cocoa to anyone else. That's why I don't have to pay a lot. Then, I sell the cocoa to a big business. Big businesses don't pay much either!



Multinational (the big business)

Hi, my name is Billy and I am the chief executive officer of a multinational. It's a very big business. I buy cocoa from many places. I buy almost all the cocoa that is available. I buy cocoa from Mexico as well as from other countries. I don't need to pay much. Besides, my company is the biggest; I can do whatever I want. I send cocoa by boat to Canada. There, I sell the cocoa to another big company that will transform the cocoa into chocolate.



Activity B

Task sheet

Distributor

Hi, my name is Anna. I am president of the company that will distribute the chocolate. First, I buy chocolate from the multinational; then, I offer this product to the supermarket. I need to convince the manager that my product is the best and that the consumer really wants the product. I need to ensure the multinational makes a lot of sales so they can make a lot of money.



Supermarket

Hi, my name is Nicole and I am the manager of the supermarket. We operate a chain of stores and have branches everywhere. We sell everything in our store, including chocolate. We buy chocolate in large quantities from Anna's company because it's cheaper that way. Ideally, our regular customers will pay a lot for the chocolate we sell. That way I can become rich!



Consumer

Hi my name is (your name). I love eating chocolate. During the winter, especially when I play sports, I eat a lot of chocolate. My parents bring me chocolate from the supermarket. They always want to buy the best chocolate but don't want to pay too much for it. They can choose which chocolate they want to buy and from which store.



Sales outlet

Hi, my name is Justin and I own a natural food store, one of Cocoa Maya's sales outlets. I want to offer my customers the best selection of products and choose my products accordingly. I tend to choose products that are environmentally friendly and made locally. I also keep workers' rights in mind when making my selection. That's why I opt for fair trade chocolate from Cocoa Maya.

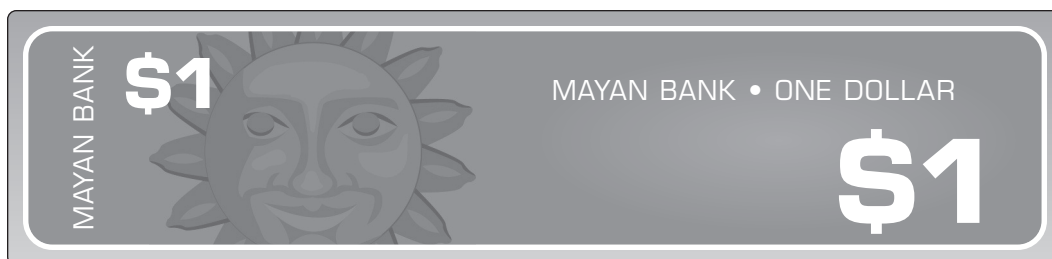
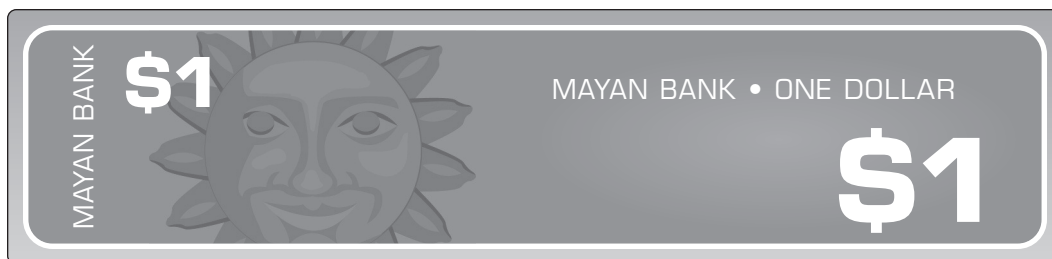
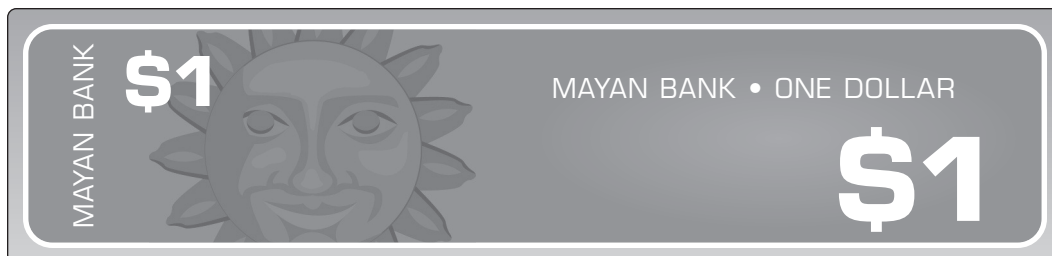


Activity B

Task sheet

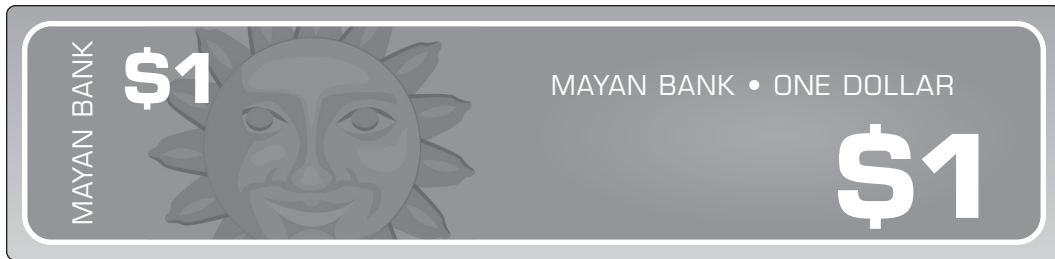
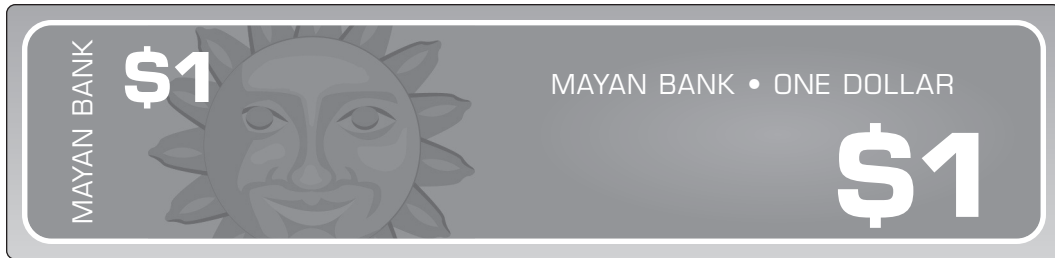
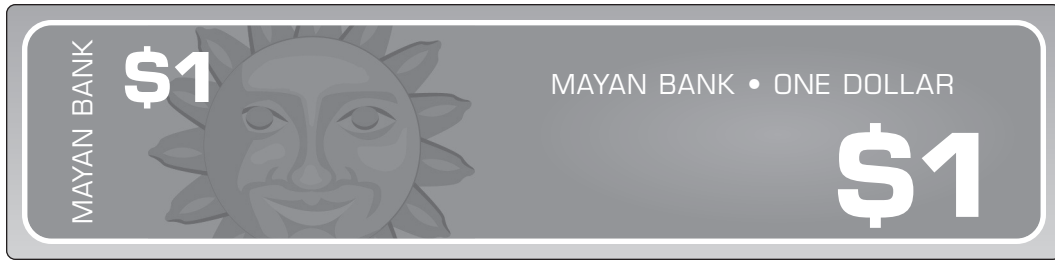
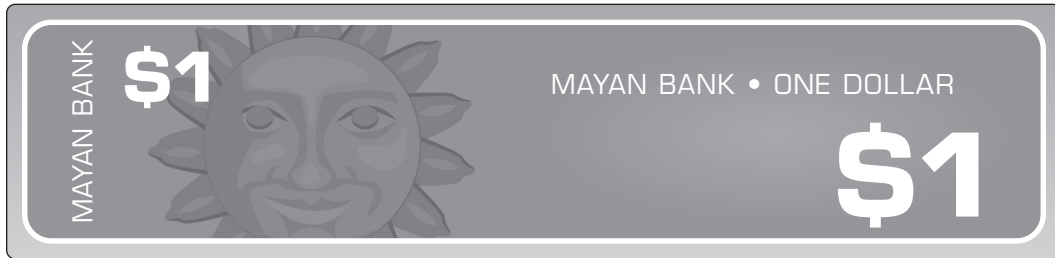
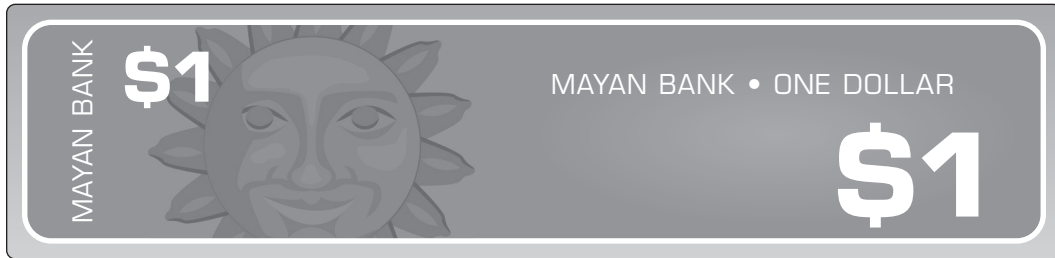
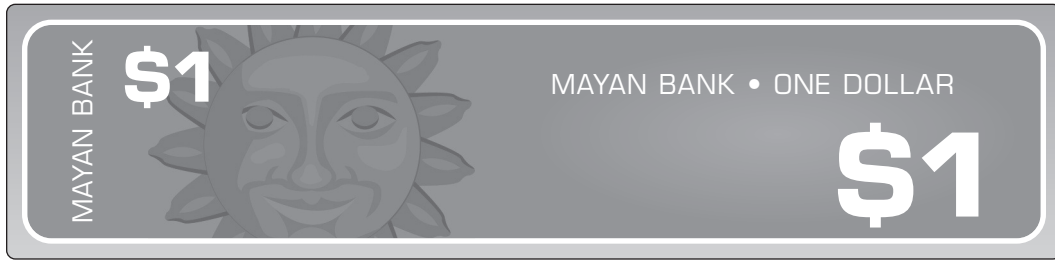
Cocoa Maya

Hi, my name is David from Cocoa Maya. Cocoa Maya is a fair trade business. That means that I pay a fair price to the people who worked hard to make the product. The money used to purchase cocoa goes directly to the farmers. We do not need a commercial intermediate. Working in this way allows farmers to earn more money and take good care of their families. How do we do this? Farmers work together in a cooperative. As a group, they are able to buy a little van to transport the cocoa to the port themselves. When the boat reaches Canada, we collect the chocolate ourselves directly at the port. We then sell the chocolate to the sales outlet, who sells the chocolate to a large amount of customers in Canada.



Activity

Task Sheet





The Chairs Game²⁹

- **Objective:** Visualize the demographic, ecological and economic imbalances between continents.

Preparation

Materials

- Objects to represent electricity consumption around the world (e.g., candles, pencil cases, etc.). There should be as many identical objects as there are participants.
- A chair for each participant
- Six maps (target regions)
- Data tables (distribution of world population, world wealth and world electricity consumption)

Cooperative context

- Discussion

Group size

- Large group

Activity

Getting started

Post the maps around the room. Tell the group that they will be illustrating the distribution of the world's population, wealth and electricity consumption.

Procedure

World population

Use the data table to explain that if the room symbolized the world and the group represented its population, each participant would correspond to X million people. Ask participants to form groups next to each of the six maps to mirror the distribution of the world's population as closely as possible.

Check whether the number of students for each region corresponds to the figures in the data tables, but don't reveal the answers just yet. Ask participants to make changes where distribution is incorrect. Give them two or three chances to find the right solution.

Once the group has decided on a final arrangement, give them the actual data, and, if necessary, adjust the distribution of participants for each of the mapped regions.

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29. Based on the activity "Jeu des chaises," ITECO.be - Centre de formation pour le développement et la solidarité internationale, January 18, 2006, accessed September 7, 2007, http://www.iteco.be/article.php?id_article=76.

Activity

The Chairs Game

World wealth

Use the data table to explain that each chair represents X billion dollars. Ask participants to place the chairs under each of the six maps to mirror the distribution of the world's wealth as closely as possible.

Check whether the number of chairs for each region corresponds to the figures in the data table, but don't reveal the answers just yet. Ask participants to make changes where distribution is incorrect. Give them one or two chances to find the right solution.

Then give them the actual data, and, if necessary, adjust the arrangement of chairs for each of the mapped regions.

World electricity consumption

Use the data table to explain that each item chosen to represent the world's electricity consumption (candle, pencil case, etc.) corresponds to X million kilowatt hours (kWh). Ask participants to place the objects under each of the six maps to mirror the distribution of world electricity consumption as closely as possible.

Check whether the number of objects for each region corresponds to the figures in the data table, but don't reveal the answers just yet. Ask participants to make changes where distribution is incorrect. Give them a few chances to find the right solution.

Then give them the actual data, and, if necessary, adjust the arrangement of objects for each of the mapped regions.

Now, tell the group to occupy all of the chairs and leave no participants standing on the floor. Participants must climb on the chairs if necessary.

Feedback

Initiate a group debate on the unequal distribution of world wealth and electricity consumption in relation to the global population.



The Chairs Game

Sub-Saharan Africa

South Africa; Angola; Benin; Botswana; Burkina Faso; Burundi; Cameroon; Cape Verde; Central African Republic; Chad; Comoros; Congo; Democratic Republic of the Congo; Djibouti; Eritrea; Ethiopia; Gabon; Gambia; Ghana; Guinea; Guinea-Bissau; Equatorial Guinea; Ivory Coast; Kenya; Lesotho; Liberia; Madagascar; Malawi; Mali; Maurice; Mauritania; Mozambique; Namibia; Niger; Nigeria; Rwanda; São Tomé; Senegal; Seychelles; Sierra Leone; Somalia; Sudan; Swaziland; Tanzania; Togo; Uganda; Zimbabwe.



Activity

The Chairs Game

Latin America and the Caribbean

Antigua and Barbuda; Argentina; Bahamas; Barbados; Belize; Bolivia; Brazil; Chile; Colombia; Costa Rica; Cuba; Dominica; Dominican Republic; El Salvador; Ecuador; Grenada; Guatemala; Guyana; Haiti; Honduras; Jamaica; Mexico; Nicaragua; Panama; Paraguay; Peru; Puerto Rico; Saint Lucia; Saint Vincent and the Grenadines; Surinam; Trinidad and Tobago; Uruguay; Venezuela.



Activity



The Chairs Game

Asia Pacific

Bangladesh; Bhutan; Burma; Brunei; Cambodia; China; Fiji; Hong Kong; India; Indonesia; Laos; Malaysia; Maldives; Mongolia; Nepal; North Korea; Papua New Guinea; Philippines; Samoa; Solomon Islands; South Korea; Singapore; Sri Lanka; Vanuatu; Vietnam.



Activity

The Chairs Game

Eastern Europe and Commonwealth of Independent States (CIS)

Albania; Armenia; Azerbaijan; Belarus; Bosnia; Bulgaria; Croatia; Estonia; Hungary; Kazakhstan; Kyrgyzstan; Latvia; Lithuania; Macedonia; Moldova; Poland; Republic of Georgia; Romania; Russia; Slovakia; Slovenia; Tajikistan; Czech Republic; Turkmenistan; Ukraine; Uzbekistan; Yugoslavia.



Activity

The Chairs Game

Muslim Arab World

Afghanistan; Algeria; Bahrain; Egypt; Iran; Iraq; Jordan; Kuwait; Lebanon; Libya; Morocco; Oman; Pakistan; Qatar; Saudi Arabia; Syria; Tunisia; United Arab Emirates; Yemen.



Activity

The Chairs Game

Industrialized Countries

Germany; Australia; Austria; Belgium; Canada; Cyprus; Denmark; Spain; United States; Finland; France; Greece; Ireland; Israel; Italy; Japan; Luxemburg; Malta; Norway; New Zealand; Netherlands; Portugal; United Kingdom; Sweden; Switzerland; Turkey.



Activity

Distribution of World Population

Number of players	Industrialized countries: Western, Europe North America, Japan Australia, New Zealand	Sub-Saharan Africa	East, South, Southeast and Pacific Asia (Except Japan, Australia and New-Zealand)	Muslim Arab World-	Latin America and the-Caribbean	Eastern Europe and CIS	One player represents...
12	2	1	6	1	1	1	478 million people
13	2	1	7	1	1	1	441 million people
14	2	1	8	1	1	1	409 million people
15	2	2	8	1	1	1	382 million people
16	2	2	9	1	1	1	358 million people
17	3	2	9	1	1	1	337 million people
18	3	2	10	1	1	1	318 million people
19	3	2	10	1	2	1	302 million people
20	3	2	10	2	2	1	287 million people
21	3	2	11	2	2	1	273 million people
22	3	2	11	2	2	2	261 million people
23	4	2	11	2	2	2	249 million people
24	4	2	12	2	2	2	239 million people
25	4	3	12	2	2	2	229 million people
26	4	3	13	2	2	2	220 million people
27	4	3	14	2	2	2	212 million people
28	5	3	14	2	2	2	205 million people
29	5	3	15	2	2	2	198 million people
30	5	3	16	2	2	2	191 million people
31	5	3	16	2	3	2	185 million people
32	5	3	17	2	3	2	179 million people

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Activity

Distribution of World Population

Number of players	Industrialized countries: Western Europe, North America, Japan, Australia, New Zealand	Sub-Saharan Africa	East, South, Southeast and Pacific Asia (Except Japan, Australia and New-Zealand)	Muslim Arab World	Latin America and the Caribbean	Eastern Europe and CIS	One player represents...
33	5	3	18	2	3	2	174 million people
34	5	4	17	3	3	2	169 million people
35	5	4	18	3	3	2	164 million people
36	6	4	18	3	3	2	159 million people
37	6	4	18	3	3	3	155 million people
38	6	4	19	3	3	3	151 million people
39	6	4	20	3	3	3	147 million people
40	6	4	21	3	3	3	143 million people
41	6	4	21	3	4	3	140 million people
42	7	4	21	3	4	3	136 million people
43	7	4	22	3	4	3	133 million people
44	7	4	23	3	4	3	130 million people
45	7	5	23	3	4	3	127 million people
46	7	5	24	3	4	3	125 million people
47	7	5	24	4	4	3	122 million people
48	8	5	24	4	4	3	119 million people
49	8	5	25	4	4	3	117 million people
50	8	5	26	4	4	3	115 million people

Activity

Distribution of World Wealth

Number of players	Industrialized countries: Western Europe, North America, Japan, Australia, New Zealand	Sub-Saharan Africa	East, South, Southeast and Pacific Asia (Except Japan, Australia and New-Zealand)	Muslim Arab World	Latin America and the Caribbean	Eastern Europe and CIS	One player represents...
12	9	0	1	0	1	1	\$2 375 billion
13	10	0	1	0	1	1	\$2 192 billion
14	11	0	1	0	1	1	\$2 035 billion
15	12	0	1	0	1	1	\$1 900 billion
16	13	0	1	0	1	1	\$1 781 billion
17	13	0	2	0	1	1	\$1 676 billion
18	14	0	2	0	1	1	\$1 583 billion
19	15	0	2	0	1	1	\$1 500 billion
20	15	0	2	1	1	1	\$1 425 billion
21	16	0	2	1	1	1	\$1 357 billion
22	17	0	2	1	1	1	\$1 295 billion
23	17	0	2	1	2	1	\$1 239 billion
24	18	0	2	1	2	1	\$1 187 billion
25	19	0	2	1	2	1	\$1 140 billion
26	20	0	2	1	2	1	\$1 096 billion
27	20	0	3	1	2	1	\$1 055 billion
28	21	0	3	1	2	1	\$1 018 billion
29	22	0	3	1	2	1	\$983 billion
30	23	0	3	1	2	1	\$950 billion
31	24	0	3	1	2	1	\$919 billion
32	25	0	3	1	2	1	\$891 billion

next →

Activity

Distribution of World Wealth

Number of players	Industrialized countries: Western Europe, North America, Japan, Australia, New Zealand	Sub-Saharan Africa	East, South, Southeast and Pacific Asia (Except Japan, Australia and New-Zealand)	Muslim Arab World	Latin America and the Caribbean	Eastern Europe and CIS	One player represents...
33	25	0	3	1	3	1	\$864 billion
34	26	0	3	1	3	1	\$838 billion
35	27	0	3	1	3	1	\$814 billion
36	28	0	3	1	3	1	\$792 billion
37	28	0	4	1	3	1	\$770 billion
38	29	0	4	1	3	1	\$750 billion
39	30	0	4	1	3	1	\$731 billion
40	31	0	4	1	3	1	\$712 billion
41	31	1	4	1	3	1	\$695 billion
42	32	1	4	1	3	1	\$678 billion
43	33	1	4	1	3	1	\$663 billion
44	34	1	4	1	3	1	\$648 billion
45	35	1	4	1	3	1	\$633 billion
46	35	1	4	1	3	2	\$619 billion
47	36	1	4	1	3	2	\$606 billion
48	37	1	4	1	3	2	\$594 billion
49	37	1	5	1	3	2	\$582 billion
50	38	1	5	1	3	2	\$570 billion

Activity

World Electricity Consumption

Number of players	Industrialized countries: Western Europe, North America, Japan, Australia, New Zealand	Sub-Saharan Africa	East, South, Southeast and Pacific Asia (Except Japan, Australia and New-Zealand)	Muslim Arab World	Latin America and the Caribbean	Eastern Europe and CIS	One player represents...
12	7	0	2	0	1	2	1 111 765 million kWh
13	8	0	2	0	1	2	1 026 244 million kWh
14	9	0	2	0	1	2	952 941 million kWh
15	9	0	2	1	1	2	889 412 million kWh
16	10	0	2	1	1	2	833 823 million kWh
17	10	0	3	1	1	2	784 775 million kWh
18	11	0	3	1	1	2	741 176 million kWh
19	12	0	3	1	1	2	702 167 million kWh
20	12	0	3	1	1	3	667 059 million kWh
21	13	0	3	1	1	3	635 294 million kWh
22	13	0	4	1	1	3	606 417 million kWh
23	14	0	4	1	1	3	580 051 million kWh
24	15	0	4	1	1	3	555 882 million kWh
25	15	0	4	1	2	3	533 647 million kWh
26	16	1	4	1	1	3	513 122 million kWh
27	16	1	4	1	2	3	494 118 million kWh
28	17	1	4	1	2	3	476 471 million kWh
29	17	1	5	1	2	3	460 040 million kWh
30	18	1	5	1	2	3	444 706 million kWh
31	18	1	5	1	2	4	430 360 million kWh
32	19	1	5	1	2	4	416 912 million kWh

next →

Activity

World Electricity Consumption

Number of players	Industrialized countries: Western Europe, North America, Japan, Australia, New Zealand	Sub-Saharan Africa	East, South, Southeast and Pacific Asia (Except Japan, Australia and New-Zealand)	Muslim Arab World	Latin America and the Caribbean	Eastern Europe and CIS	One player represents...
33	20	1	5	1	2	4	404 278 million kWh
34	20	1	6	1	2	4	392 387 million kWh
35	21	1	6	1	2	4	381 176 million kWh
36	22	1	6	1	2	4	370 588 million kWh
37	22	1	6	1	2	5	360 572 million kWh
38	23	1	6	1	2	5	351 084 million kWh
39	24	1	6	1	2	5	342 081 million kWh
40	24	1	7	1	2	5	333 529 million kWh
41	25	1	7	1	2	5	325 394 million kWh
42	25	1	7	1	3	5	317 647 million kWh
43	26	1	7	1	3	5	310 260 million kWh
44	27	1	7	1	3	5	303 209 million kWh
45	27	1	7	1	3	6	296 471 million kWh
46	28	1	7	1	3	6	290 026 million kWh
47	28	1	8	1	3	6	283 855 million kWh
48	29	1	8	1	3	6	277 941 million kWh
49	29	1	8	2	3	6	272 269 million kWh
50	30	1	8	2	3	6	266 823 million kWh

Activity



Choosing products

- **Objective:** Think about the impact of your choices when selecting a product to sell in the **Fair Trade Youth Co-op**.

Preparation

Materials for each team

- One fact sheet on the various criteria to consider
- Paper and pencils

Cooperative context

- PPP (personal reflection, pair work, peer discussion)
- Roles (secretary, spokesperson)

Group size

- Teams of two
- Large group

Activity

Getting started

Ask the following question to initiate a debate: “What are the main criteria for selecting our products?” Explain that it is important for a company to think about the impact of its choices and that the **Fair Trade Youth Co-op** has a responsibility to its members, clients, suppliers and environment. Ask the youth to give examples of times when they made a satisfying purchase and came away with a clear conscience. Or, ask them what their friends and family consider important when making purchases.

Make a list of the criteria that come up. Group similar points together and fill in the gaps with the following criteria:

- Price
- Popularity
- Source (local or fair trade)
- Environmental impact of product choice
- Health

Procedure

Individual task

Participants read the fact sheet that they were given.

Then participants jot down the points they think most reflect the values on which the **Fair Trade Co-op** could base its product choice.

In teams of two

Participants compare notes and try to reach a consensus. The secretary keeps track of the points considered to be important product choice criteria to suggest to the group.

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Activity

Choosing products

Large group

Each group of two presents the criteria they value and posts the list on the board.

Feedback

Draw up the final list of criteria to consider when choosing products for the **Fair Trade Youth Co-op**. Come up with a method for measuring the impact of products before purchasing them. Display the list of criteria and method on cardboard posters at the **Fair Trade Youth Co-op** headquarters.

Taking it a Step Further

Print out the criteria and create a flyer for customers and members. Stay on top of any information that might interest the rest of the Board of Directors about the choice of products.

**Fact Sheet: Buying Fair Trade**

Have you heard of sweatshops?

Sweatshops are factories in which employees – women and children mostly – work under conditions that violate one or several of the clauses in the Charter of Human Rights. Employees work, with no air conditioning, for 9 to 16 hours in environments that can reach up to 40°C. They are badly paid, receiving a salary that does not cover their basic needs; that is, shelter, food, clothing, education, and the right to live in safety. Fair trade is an alternative solution to this situation; it can guarantee that employees receive a fair salary that will allow them to live decently. Fair trade ensures that certain criteria are respected with regard to employee well-being, access to education for workers and their children, working conditions, safety and environmental standards.

What fair trade products are available in Quebec? Are there any hand-crafted products? Can these be sold by the **Fair Trade Youth Co-op**?

Follow up

Ask **Fair Trade Youth Co-op** members what their parents do for a living. If there are any producers or artisans among them, consider whether their products could be sold at the **Fair Trade Youth Co-op**.

If so, try to set up a meeting with the producers or artisans. Even better, find out if any products are made directly at the school. As for products made outside Quebec, is there any way to ascertain working conditions?

Activity

Task Sheet

Fact Sheet: Buying Locally

Do you know the expression “Think globally, buy locally”?

It refers to the source of the consumer product. Due to industrialization, the amount of products available on shop shelves has skyrocketed. Just think of all the fruits and vegetables on offer at the supermarket. How many of these are cultivated in the area, or even in Quebec? Only a few. According to a study conducted by the Worldwatch Institute, food travels an average of 2,500 km from farm to table.³⁰

Here are a few reasons why it’s smart to buy locally:

First, when you buy locally produced goods, you’re encouraging local businesses – in fact, you’re investing in these businesses. By purchasing their products, you’re giving them financial support to develop new products and pay their employees. Who knows, maybe one of your friends’ dads works for a local company. What’s more, regional products are often made from raw materials found in the area. That means you get to taste and discover all the natural wealth that surrounds you.

Have you heard the phrase “terroir product”?

Did you know that if every week, each family in Quebec replaced \$20 worth of produce sourced outside of Quebec with an equivalent amount of goods sourced in the province, more than 100,000 jobs could be created?³¹ Imagine what it would be like if every family in your region bought regional products!

Today however, the reverse is true. Regional or Quebec companies are struggling to compete on the international markets because some countries are selling products at very low prices. People often think more about saving money than about buying a good-quality product sourced in the region. What companies don’t advertise is that in order to offer rock-bottom prices, manufacturers have to cut back on one of the two facets of production: the cost of raw materials or the costs associated with production (e.g., salaries, equipment, safety installations, etc.). Far too often, it is the employees who suffer.

30. Waridel, Laure, “Calculer notre alimentation en kilomètres,” *L’envers de l’assiette* (Montreal: Les éditions Ecosociété), p.36.

31. Béland, Claude, *Pour créer des emplois, achetons les produits québécois* (Société de la promotion Qualité-Québec, 1994).



Task Sheet

Fact Sheet: Popularity

When choosing a product to sell, it is important to consider the item's popularity. This can be verified through a market survey.

Are customers already using this product regularly? If so, how often? (Every day, once or twice a week or less frequently?)

Is the product well suited to your clientele?

If the **Fair Trade Youth Co-op** decides to carry new products that are not well known among the public, can you organize tastings, offer discounts or plan promotion so that customers can learn about them?

Can you replace one type of very popular products with a less popular but more cost-effective brand or with another type of less popular product that is healthier or greener?

Be careful not to choose several types of competing products; these will not increase the **Fair Trade Youth Co-op's** total sales.

Activity

Task Sheet

Fact Sheet: Price

The product price is an important factor to consider because your sale price will have to be higher than the purchase price. But if your sale price is too high, the product will never leave the shelf.

How much is the customer prepared to pay for your product?

A percentage is added to the purchase price to cover operating costs (materials, petty cash, etc.) and to guarantee a certain profit margin (excess) and the profitability and continuity of the **Fair Trade Youth Co-op**.

When comparing two products with the same price, check their quantity and quality; for example, if two yogurts have an identical price, one may contain 100 g; the other, 150 g.

For the **Fair Trade Youth Co-op**, is price the main criteria when choosing a product, or is it more important that a product be green, fair trade and healthy (e.g., a product that is slightly more expensive than a non-fair trade product)?

Is the product format suitable for students at the school?

Follow up

Would it make sense to raise the prices a little on all your products and then put healthier or fair trade items on sale to push them? Could you use the profits to organize sampling demonstrations of fair trade goods or offer discounts to customers who are environmentally conscious (bring their own cups/mugs, recycle their plastic containers, etc.)?



Task Sheet

Fact Sheet: Health

As salespeople, you can't just sell a food product because customers like it; you are responsible for the health impacts it has on customers.

Has the school adopted a health policy whereby it is trying to replace sweets and junk food with healthier options? It would be best that the **Fair Trade Youth Co-op** not oppose the school's values and initiative by selling gum, chocolate bars or chips.

It is common knowledge that eating sugar between meals causes cavities. More and more young people are becoming overweight and diabetic as a direct result of eating too much sugar and fat. Many products seem healthy because they are fruit or vegetable flavoured, but in fact they are jam-packed with sugar, food colouring, fat, etc. There are several healthy alternatives you can offer that contain less fat, sugar and artificial ingredients (e.g., yogurt instead of ice-cream sandwiches, fruit salads instead of candy). To find out, read the product ingredients and the nutrition facts table.

Is the product genetically engineered (GE)? The health impact of these foods is still unknown. These products are not labeled as such either. Some countries have banned GE products from the shelves as a precaution. To find out which brands are genetically engineered, have a look at *How to Avoid Genetically Engineered Food*, a guide published by Greenpeace Canada available at gmoguide.greenpeace.ca.

Some products contain stimulants that can be harmful when taken in large quantities or too often – for example, products with caffeine or other substances like those found in energy drinks (Red bull, Énergie, etc.). It has been proven that these can have a negative impact on health.³²

Follow up

Why not price your healthy products lower than the junk food? For example, sell juices for less than soft drinks.

32. "Safe Use of Energy Drinks," Health Canada, December 20, 2006, accessed September 7, 2007, <http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/food-aliment/boissons-energ-drinks-eng.php>.

Activity D

Task Sheet

Fact Sheet: Environment Impacts

Humans are part of an ecosystem. An ecosystem is a community composed of living (animals, plants, bacteria) and inanimate elements and their environment. Every one of us has a direct impact on our ecosystem. The way we live, the work we do and the things we buy all have an impact on the environment.

Have you heard of the expression “ecological footprint”?

The ecological footprint represents the area of land and water needed to provide resources that a person or group of people require to survive (food, shelter, transport) and to absorb waste emissions. The ecological footprint is measured in hectares per year and per person or country. Here are a few examples:

Ecological footprint by country

Canada: 4.3 hectares per person

United States: 5.1 hectares per person

India: 0.4 hectares per person

The world: 1.8 hectares per person

On the website of the ministère du Développement durable, de l'Environnement et des Parcs du Québec, you'll find a tool to work out your ecological footprint: <http://www.mddep.gouv.qc.ca/jeunesse/jeux/questionnaires/empreinte/questionnaire.htm> (in French only).

Calculate and compare your score with the Canadian average of 4.3 hectares per person. Or try it with your parents and calculate the ecological footprint of your entire family!

The products we consume are also part of the scientific calculation used to evaluate our ecological footprint. When a product is packaged in a container, wrapped in cling film and then placed in a plastic bag to make it easier to carry, all this packaging affects our overall ecological footprint. What's more, the type of packaging has an impact on the environment. For instance plastic is made from oil, which, as mentioned a little further, is detrimental to the environment. The source of the materials used for packaging has an effect on the ecological aspect of the product. It is also important to see if the packaging can be recycled, if recycling facilities exist at the school and whether this particular type of packaging is collected.

Also, it takes a lot longer for a product from Mexico or Ecuador to reach us. Transportation by plane, train, boat and truck has a huge impact on the environment. The combustion of oil fuel produces acid pollutants. These emissions are formed when chemicals such as sulfur dioxide and carbon dioxide mix with the humidity in the air. The use of cars, trucks and the like increase greenhouse gases, acid rain and air and water pollution, which poses a real threat to populations, ecosystems and the

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economy, not to mention the danger they represent to human health.³³ Finally, products used in industrial agriculture – chemical fertilizers, pesticides, herbicides and fungicides – lead to soil degradation and serious health problems. That is why when choosing a product, it is important to consider the way it was cultivated. Have you heard of organic and biodynamic agriculture or permaculture? You see, the choice of products sold by the **Fair Trade Youth Co-op** will also have an impact on the environment.

Should you choose to sell individual portions? Can the packaging be recycled? Can you find products that have been cultivated in an environmentally friendly way? Can you buy products that are made in the region so as to reduce the shipping distance?

Follow up

Why not invite an organic farmer from your region to speak about this type of agriculture and its positive impacts on the environment?

33. “Les gas à effet de serre,” Ministère du Développement durable, de l’Environnement et des Parcs, May 27, 2002, accessed September 7, 2007, <http://www.mddep.gouv.qc.ca/air/questce-ges.htm>.

Optional Activity

The Hunger Dinner

- **Objectives:** Raise awareness about the various realities of young people around the world.

Get participants to think about the different realities faced by youths in other countries.

Preparation

Materials

- Country data including average salary, geography, population, food consumption, etc.

Cooperative context

- Discussion

Group size

- Large group

Activity

Getting started

Cooperation is important not only for your own community but also for people in other countries. Learning about the realities in different countries is a good way of developing solidarity and finding out how to help them. Day-to-day behaviours, choices and actions can change things and improve the living conditions of people in developing countries.

Procedure

In the afternoon

Tell the group that a workshop on responsible citizenship will be held at dinnertime. Randomly hand out the country data sheets (20% developed countries, 80% developing countries). Each participant will attend the Hunger Dinner as a conference guest and ambassador of the country that they have been assigned.

Before dinner

In the room, put a tablecloth and candles on a table reserved for the ambassadors of developed countries, and put nothing more than a jug of brown water on a table reserved for the ambassadors of developing countries.

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Optional Activity

The Hunger Dinner

During dinner

The host shows the ambassadors to their seats. Once everyone is seated (two or three at the developed countries table and eight to ten at the third-world countries table), begin to serve dinner: juice for developed countries and brown water for the others. Several courses (fruit and products from the South) are brought to the developed countries table, but only a bowl of white rice (and no plates) is provided for the entire third-world table. Once dinner is served, tell the guests to begin and step back, letting them interact amongst each other.

At this stage, it is likely that people at the developing countries table will feel annoyed and those at the developed countries table will feel uncomfortable. The situation will give rise to thought-provoking behaviour that could fuel some interesting debates:

- The first-world delegates are arrogant and dig in with gusto to their abundant meal.
- The first-world delegates agree to share their food – but only breadcrumbs – with the less fortunate delegates if the latter entertain them with a song, or successfully complete a challenge.
- Some delegates keep quiet but are very frustrated that they have only rice to eat.

It is interesting to let participants interact without interfering. At some point, the first-world ambassadors will feel guilty and want to share; the way in which they do it (respectfully or after having considerably teased the others) and the mood at the other table will determine the reaction of the entire group and the atmosphere of the event. Sometimes, the developed countries won't offer to share at all. Don't interfere.

Let each ambassador speak, one after the other (present their country and topic). A short discussion period (two or three minutes) should follow each speech, to allow participants to make comments. If by this point, the first-world countries have still not offered to share their food, ask them to do so. Make a point of explaining that most of the food comes from countries in the South and are controlled entirely by countries in the North.

Feedback

Review the main points and discuss the emotions that came up during the exercise. Did the activity reflect the situation in the real world? What are you prepared to do to help change the situation?