

UNIT
1

Our Choices Matter

FOCUS

Many family farmers have trouble making a living, whether here in the U.S. or around the globe. When farmers can't earn enough money, their families go hungry. When crops don't produce because of drought, war or disease, whole countries also go hungry. More than 30,000 children die of starvation each day in the world.

Because farmers grow our food, they are extremely important to us. Farmers who work hard to grow our food should be able to feed their own children. We care about the lives of the people who feed us, whether they live nearby or across oceans. We have a responsibility to treat them fairly.

When we buy food grown by farmers who are treated fairly, we're supporting an entire network of people committed to agricultural justice. What we purchase in the supermarket has a direct and meaningful impact on the quality of farmers' lives and the communities in which they live. The choices we make about everyday items such as chocolate and coffee matter to people thousands of miles away—and in a variety of ways.

“Fair Trade gives us security and helps us maintain ourselves during the winter...we are able to maintain our families and have job security. It allows cooperative members to have land to grow food on. With our sales to Equal Exchange we maintain our coffee farms and our families, too. Now we have started buying notebooks and pencils for our school children, too. People from other communities send their children to school here; our school benefits the whole area.”

JORGE GARCIA ROJAS, PRESIDENT OF THE OVERSIGHT COMMITTEE IN EL PINAL, A PRIMARY LEVEL COOPERATIVE OF APECAFE, EL SALVADOR

SUMMARY OF CLASSROOM ACTIVITIES

The activities in this unit are designed to introduce the concepts about Fair Trade and Cooperative Economics, which are discussed in more detail in Units II and III. The assumption is that students are experienced at focusing on the events and people in their own lives, and have a general sense of social justice. These activities are designed to introduce students to some important problems facing our world and to help them identify constructive responses and actions.

We begin by taking a look at the inequality in a food system that leaves many children dying of hunger while forcing other children to work to grow food. We tell stories about what real people are doing to address the suffering of others who are trapped in a system that we're a part of as consumers.

The second half of this unit helps students make a personal connection to these issues. Students look at how they participate in the food system by analyzing what they eat, where it comes from, and why their food choices matter.

CLASS #1: The Fruits of Fairness

If 10 chairs represent all the wealth in the world, and we were all the people in the world, how many chairs would we each get? If our classroom shared resources in this way, what would it be like? In a world that is fair and peaceful, how would wealth be shared?

CLASS #2: The Power of One

Students share stories of how people have made a difference in the world. These people have addressed the unequal sharing of wealth and a food system that doesn't meet the basic needs of many people.

CLASS #3a: Problems with our Food System: Hunger

Students look at what they can do about the fact that 30,000 children die of hunger every day and it doesn't even make the news.

CLASS #3b: Problems with our Food System: Child Laborers

Students look at what they can do about the fact that 140 million children are forced into hard labor to grow and process the food we eat.

CLASS #4: What You Eat

Students research the calories, protein, vitamins and minerals in the food they're eating and find out where their food comes from. They discuss what would happen if they only had a half or a quarter of the food they needed every day and what would happen if everyone in their community only had half or a quarter of the food they needed every day.

CLASS #5: Where Your Food Comes From

Students learn about the distance that food travels and the implications of that. They go on to consider alternatives.



CLASS 1

The Fruits of Fairness

From *United for a Fair Economy's The Activist Cookbook: Creative Actions for a Fair Economy, 1997.*

MATERIALS NEEDED

Ten sturdy chairs, student activity handout, a few calculators

CLASSROOM NARRATIVE

INTRODUCTION: We're getting started today on an important unit, one I hope will help you learn about things that will be important for the rest of your lives. You'll learn about how connected we are to people who live near us and to those who live on the other side of the globe. You'll learn about how we share resources in the U.S. and how inequality and unfairness spur conflict and suffering. You'll learn about what people are doing to help and what you can do. You'll see how even small decisions have a big impact on other people around the world—and on us.

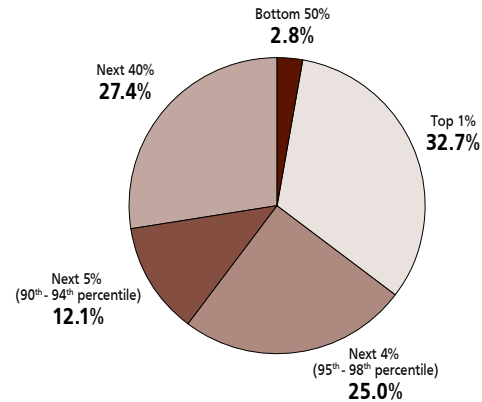
ACTIVITY INTRODUCTION: We're going to begin by looking at what happens when things aren't fair. (*Line up 10 sturdy chairs in a row in the front of the classroom, facing the class.*)

What do you own? (*Wait for students to call out things like their clothes, toys, CDs, iPods, etc.*) Wealth is the value of what people own—the value of land, natural resources, buildings, money, etc.

Let's act out the way wealth is distributed in our country so you can see what it looks like. Let's take these 10 chairs and pretend they all equal the wealth of the U.S. They represent all the land, buildings, businesses, natural resources, and money in the U.S.

Now let's pretend that we're all of the people in the U.S. Estimate how much wealth the wealthiest 10% of the people in the U.S. own. (*Collect estimates from students.*) In 2001, the wealthiest 10% of the people in the U.S. owned 70% of the wealth in the country.

DISTRIBUTION OF U.S. WEALTH OWNERSHIP, 2001



Total Net Worth in U.S.: \$42.3892 trillion
(\$42,389,200,000,000)

Source: Arthur B. Kennickell, "A Rolling Tide: Changes in the Distribution of Wealth in the U.S., 1989-2001," Table 10. (Levy Economics Institute: November 2003)

If we represent all the people in the U.S., how many of us would represent 10% of the people in the U.S.? (*Help them do the math: 10% of the number of students in your class, rounded to the nearest whole number. You'll need to get that many students to play the role of the wealthiest people in the U.S. You might choose students with upcoming birthdays.*)

How many chairs will these wealthy people have? (*Help students do the math: 70% of 10 chairs = 7 chairs. Have the wealthy students count off their chairs from the left. Ask them to touch all of their chairs.*)

The next wealthiest 40% of the people in the U.S. owned 27% of the wealth in 2001. How many students will we need? (*Help them do the math: 40% of the number of students in your class, round to the nearest whole number. You'll need to get that many students to play the role of the next wealthiest people in the U.S. You might choose students with the next birthdays.*) How many chairs will they have? (*Help students do the math: 27% of 10 chairs = 2.7 or a little less than 3 chairs, so to make this work, have these students use 2 chairs and part of the last one.*)

The poorest 50% of the people in the U.S. owned 3% of the wealth in the U.S. How many students would represent 50% of all the people in the U.S.? (*The students left or .5 x the total number of students.*) How many chairs do they have? (*The chair left over will be more than 3% of the chairs. Have students take the last chair on the right. Ask them to all touch the chair without moving it.*)

NOTE: Refer to chart on page 11 for more information on strategies for helping students understand how to work with percentages.

If you have a digital camera, ask students to pose for a photo and put it up on a bulletin board in your classroom or in your class scrapbook. Put a title on it, such as, “How Wealth is Distributed in our Country Today.”

DIALOGUE: Look around and what do you see? How does it look? What’s fair and what’s unfair? How does it feel to be a wealthy person? How does it feel to be a poor person? How does it feel to be in the middle? How do you feel about the wealthy people? How do you feel about the poor people? If you could choose, which position would you choose and why?

What would our classroom be like if we actually shared our chairs the way wealth is distributed in the U.S.? How would it affect your relationships? How would it feel to have many more chairs than you needed while other people had to stand through all their classes? If you had all those chairs, how would you protect them? How would it feel if you had to stand while others had chairs they didn’t need? If you had to stand all day, how would you manage it? What would our classroom feel like? How safe would you feel?

INDIVIDUAL ASSIGNMENT: Ask them to take their handout and draw their classmates on the first row of chairs showing how we distribute wealth in the U.S. today. Ask them to draw their classmates on the second row of chairs to show how the chairs would be distributed if we wanted to have a peaceful classroom where we were able to focus on learning. Then ask them to write a paragraph describing why they chose to share the chairs in the way they did. Have students show their drawings and read their paragraphs.

DIALOGUE: When is it fair to share things equally? When is it fair to not divide up the resources equally? (For example, at a doctor’s office, everyone in the waiting room shouldn’t all get the same treatment.) Why does it make sense to share chairs equally in this example? What resources in our classroom might we share unequally and still be fair? For example, is it important for us to be sure everyone uses the same number of pieces of paper or pencils? Is it important for us to be sure everyone uses a pair of scissors for the same number of minutes every week?

SUGGESTED ACTIVITY: As a class, look at the portraits in Material World: A Global Family Portrait, by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995).

DIALOGUE: What do these portraits say to you?

FRACTIONS, DECIMALS, AND PERCENTS

Here's a chart that shows how to translate each of the percentages used in this class into words, pictures, fractions, and decimals.

Let's say you have 22 children in your class. There are many ways to find out what 10% of your class would be. Here are two different methods:

Method #1: Dividing up the class into tenths

1. Since 10% is the same as ten out of 100 or one tenth, first you divide your class into 10 equal parts and see how many kids there are in one of those tenths.
2. You'll have 10 groups of two kids with two kids left over. If you had enough kids left over to put another kid in more than half of your groups, you'd round up and pretend you could add an extra kid to each group, but since you only have an extra kid for two of your 10 groups, you just round down and ignore them.
3. So one tenth of your class is two kids.

Method #2: Multiplication

1. Since 10% equals one tenth or .1, we can multiply 22 by .1
2. $22 \times .1 = 2.2$, so 10% of 22 students is two students with .2 left over

TO FIND OUT WHAT 70% OF TEN CHAIRS WOULD BE:

Method #1: Dividing up the chairs into tenths

1. Since 70% is the same as seven out of 10 or seven tenths, first you divide up the chairs into 10 equal parts and see how many chairs there are in seven of those tenths.
2. You'll have 10 groups of one chair with no chairs left over.
3. So 70% of 10 chairs is seven chairs.

Method #2: Multiplication

1. Since 70% equals seven out of 10 or .7, we can multiply 10 by .7
2. $10 \times .7 = 7$, so 70% of 10 chairs is seven chairs.

PERCENT	WORDS	PICTURE	FRACTION	DECIMAL
10%	Ten out of one hundred equal parts OR One out of ten equal parts		$\frac{1}{10}$ OR $\frac{10}{100}$.10 OR .1
70%	Seventy out of one hundred equal parts OR Seven out of ten equal parts		$\frac{7}{10}$ OR $\frac{70}{100}$.70 OR .7
40%	Forty out of one hundred equal parts OR Four out of ten equal parts		$\frac{2}{5}$ OR $\frac{4}{10}$ OR $\frac{40}{100}$.40 OR .4
27%	Twenty seven out of one hundred equal parts		$\frac{27}{100}$.27
50%	Fifty out of one hundred equal parts OR One out of two equal parts OR Five out of ten equal parts		$\frac{1}{2}$ OR $\frac{5}{10}$ OR $\frac{50}{100}$.50 OR .5
3%	Three out of one hundred equal parts		$\frac{3}{100}$.03

NAME:

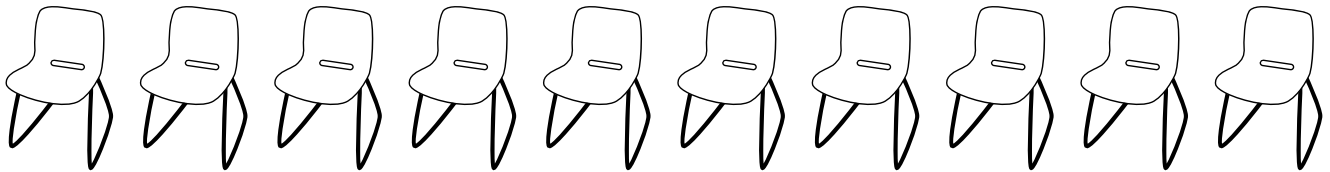
DATE:

The Fruits of Fairness

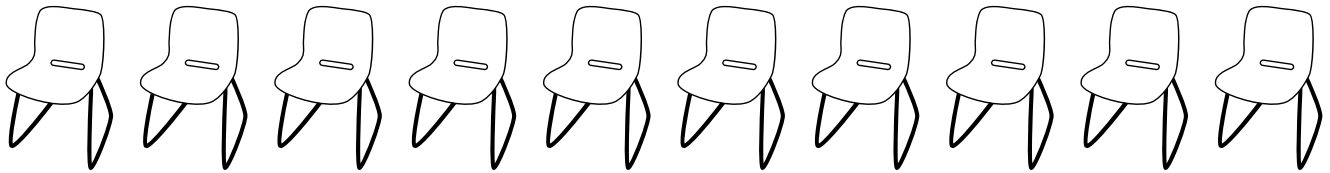
OUR WORLD TODAY

We let all the people in the U.S. be represented by the students in our class and we let all the wealth in the U.S. be represented by 10 chairs. As of 2001, the wealthiest 10% of the people in the U.S. owned 70% of the world's wealth. The next wealthiest 40% of the people in the U.S. owned 27% of the world's wealth. The poorest 50% of the people in the U.S. owned 3% of the world's wealth in the U.S.

Draw your classmates on the chairs below to show how the chairs were divided up when we shared them in the same way that the resources in the United States are shared.



If we wanted to have a classroom where people felt safe and happy and where students could focus on learning important things, draw how we would divide up the chairs.



Why did you divide them up this way?



CLASS 2

The Power of One

Adapted from Finding Solutions to Hunger: Kids Can Make a Difference by Stephanie Kempf

MATERIALS NEEDED

Stories on how one person made a choice and had an impact. The stories included are entitled, “The Power of Fair Trade,” “Organizing Farmers in Peru,” and “Delivering a Message to a World Leader.”

CLASSROOM NARRATIVE

INTRODUCTION: This is a class designed to inspire you. You’ll hear stories of how everyday people have helped bring about positive change. These stories will show you that every effort, no matter how small, matters. You will see that the idealism, energy and determination of one person can enlighten and motivate others, even those who have become apathetic and passive about the world’s problems.

DIALOGUE: Have you ever tried to change something? Do you know someone who has? Can one person’s efforts really make a difference?

ACTIVITY: Read or tell some of the stories that follow.

DIALOGUE: How do the stories make you feel? What images stayed with you? What do you think of the people in the stories? Do you know anyone like them? Are these people heroes? What if everyone in the world did things like this?

CLOSING: It’s possible for us to treat the earth and everyone on it with respect. A great deal of suffering is caused by human actions but can be ended by human actions. Everyone’s efforts and skills are needed. Despite the complexities of the problems we are facing in our world, many courageous people are proving every day that solutions are possible.

Fair Trade is one way people can make a difference. It addresses the inequalities that exist in farming communities around the world, from Latin America to Asia to Africa to the U.S. Fair Trade is an approach to trading, but it works because of individual choices. It relies on eaters, shoppers, and thinkers to keep the movement strong.

Suggested Activities:

1. Encourage students to interview family members and look through newspapers for local heroes. Present several of these over the course of study to inspire students.
2. Invite speakers who are making a difference in your community to come talk to the students.
3. Read Ten Amazing People and How They Changed the World by Maura Shaw (SkyLight Paths Publishing, 2002) aloud to your students.
4. Read stories from Choosing to Participate: Facing History and Ourselves found on:
http://choosingtoparticipate.org/cms/index.php/plain/explore_and_learn/explore_the_exhibition
5. Have students write about a time when they made a difference in someone's life.
6. Create posters or poems depicting the beautiful, healthy, and just world students are hoping to create. What does it look like? What kinds of people inhabit it? How does it feel to live there? Display the posters.
7. Watch these videos available from UNICEF, 212-986-2020, www.unicef.org/videoaudio:
 - “Children of Soon Ching Ling,” which tracks the history of the children's rights movement in China and emphasizes the life and work of Soon Ching Ling, who fought for children's rights.
 - “Raising Voices,” which explores the concerns of young people and some of the positive ways they are working to change their communities.

NAME:

DATE:

Stories of People Who Make a Difference, 1



Taking a Risk with Fair Trade

In 1986, three young men in their 20s learned that coffee farmers all over the world were living in poverty. They did not think it was fair that millions of adults began their day by enjoying a cup of coffee, while the farmers who grew the coffee couldn't even afford to send their children to school. These three men—Rink Dickinson, Jonathan Rosenthal and Michael Rozyne—met to discuss how best to change this system of injustice, and how to create a food system based on fairness and respect.

These three men understood that significant change only happens when you take big risks. So they cried “¡Adelante!” (rough translation from Spanish for “No turning back!”) and pursued their vision. They left their jobs and used their own money to start the company called Equal Exchange. Equal Exchange would be a Fair Trade buyer, paying farmers a fair price for their hard work. Other people thought they were foolish and would not succeed. But after a few years of working directly with farmers and offering them a better deal, the business started to grow. More and more people started buying Equal Exchange coffee, and more farmers were being helped.

Today, Equal Exchange works with thousands of farmers in over 19 countries, and buys millions of pounds of coffee every year. Farmers selling Fair Trade products have health care centers, quality school classrooms, and safe drinking water. Equal Exchange proved that fair business is good business. And the same companies that didn't believe in Equal Exchange at the beginning are now following Equal Exchange's example of buying fairly.

Three determined individuals changed the lives of many people when they learned about an injustice and did something to address it.

NAME:

DATE:

Stories of People Who Make a Difference, 2



One Farmer in Peru

Arnaldo Neira Camizan is a 55-year-old farmer. He grows coffee on about 10 acres tucked away in the lush, green foothills of the Andes mountains in northwestern Peru. Until 1995, he grew coffee that was sold on the open market through intermediaries, or middlemen. The price he and the other farmers received was low, but he had no way to bargain with the middlemen. “Many times the intermediaries would arrive at the fields and offer a low price—there was no negotiation,” Arnaldo remembers.

Then he heard about Equal Exchange, a company that helps small-farm owners in distant places such as South America, Africa, and Asia break the middlemen’s hold by buying directly from farmers who are organized in cooperatives. Because the farmers deal directly with Equal Exchange, they get a higher price for their coffee.

Working first at the village level and then at the regional level, Arnaldo and a dozen other farmers in northern Peru established the coffee cooperative CEPICAFE in 1995. Arnaldo walked three to six hours a day to neighboring villages to talk to the local farmers about the organization. More people joined the group and talked to other neighbors about the potential benefits and risks of organizing a farmer cooperative and selling to the Fair Trade market.

Those early efforts have paid off. Today, CEPICAFE has over 2,400 farmer members and sells \$7 million of the coffee, cocoa, sugar, and fruit produced by those farmers. Farmers earn an average of 30% more than they would if they were not selling through their cooperative. Their success benefits the farmers’ families too. When he visited the U.S. in 2002, Arnaldo said, “Before we were organized, most of the kids of coffee farmers only got through elementary school. Now that we’re organized and don’t have to sell to intermediaries at whatever price they are paying, most of the children don’t have to work and are completing high school. And of the 1,640 farmer members of CEPICAFE, there are 30 who have kids studying at the university.” When Equal Exchange visited Arnaldo in Peru in 2007, he announced, “Now my two children have both graduated from university and one of them works as an agronomist at CEPICAFE.”

Currently, Arnaldo, who began his farming career as a single small farmer with few choices for how to support his family, serves as president of the National Coordinating Body of Small-Scale Coffee Farmers of Peru. He and his farmer cooperative continue to help shape the international Fair Trade coffee movement.

NAME:

DATE:

Stories of People Who Make a Difference, 3

Delivering a Message to a World Leader

This is how Heidi Hattenbach describes her feelings the first time she heard that 30,000 children die every day from hunger: “It hit me so deeply. I cried. It just didn’t make sense, so I decided to do something about it.”

So Heidi joined an organization called Youth Ending Hunger, where she met other young people who were speaking out against hunger and finding creative ways to help stop it. At the time there was a terrible war and famine in Ethiopia. The governments of the U.S. and the Soviet Union were sending weapons to the war zone. The people at YEH were encouraging citizens all over the world to write letters to the presidents of different countries saying that it was not alright with them that so many people were so hungry, and that they wanted the leaders of the world to take responsibility for the children who were dying.

Because of Heidi and many other young activists, the organization collected 65,000 letters from people in Europe, Africa, the U.S., and Canada. Some of the messages in the letters were conveyed in pictures by children too young to even write. YEH organized a delegation to deliver all the letters to Soviet President Mikhail Gorbachev in Moscow. One person from each country in which letters were written was chosen to go. Heidi was among them. Her friends and family raised the money to pay her way to go.

Mikhail Gorbachev was out of the country the day Heidi and her friends from 12 countries walked into the Kremlin carrying several heavy bags of letters, but Mrs. Gorbachev greeted them with huge hugs and told them of her own hope of ending hunger. She promised to pass on their message and letters to her husband. The delegation was invited to speak about their mission on Russian television. Their words reached over five million people!



UNIT 1: OUR CHOICES MATTER

CLASS 3a

Problems with our Food System: Hunger

Adapted from Finding Solutions to Hunger: Kids Can Make a Difference by Stephanie Kempf

MATERIALS NEEDED

Today's newspaper and one of these videos:

"Hunger in a World of Plenty," Oxfam,
1-800-597-FAST,
www.oxfamamerica.org

"Famine and Chronic Persistent Hunger: A Life and Death Distinction," The Hunger Project, 212-251-9100,
www.thp.org/deved/main.htm

"Missing Out," "Fistful of Rice," or "For a Few Pennies More," UNICEF,
212-986-2020,
www.unicef.org/videoaudio

CLASSROOM NARRATIVE

WARM-UP: How do you think the world would react if 30,000 children died today in some sort of disaster? What would we see on TV or in the newspapers? And what might people do to help?

VIDEO: Show one of the suggested videos.

DIALOGUE: How did the images in the video make you feel? Did anything in the video surprise you? What are the most important things you learned? What are your reactions to this enormous problem?

If 30,000 children die every day from causes related to hunger, how many children die every minute? (Hold one minute of silence to reflect on that.) How many classes the size of ours equal 30,000 children? How many of our schools?

Are most people aware that so many children die every day from hunger? Page through the day's newspaper looking for the headline and article that let the world know that 30,000 children died of hunger today. Why isn't this front-page news every day?

ASSIGNMENT: The first step in helping end hunger is talking about hunger. Educate your community by writing letters to newspaper editors and local government officials about the hunger problem.

NAME:

DATE:

Hunger

WRITING A LETTER TO THE EDITOR

Be brief. Write short, clear, sentences in two to three paragraphs. Be inspiring or witty. Try to think of unique arguments or solutions to a problem. Follow the guidelines provided by the publication.

1. Begin with the date at the top and "Dear Editor,"
2. In the first paragraph, make your point. Describe specifically what you are asking people to do.
3. If you are referring to another article or letter to the editor, list its headline and the date it was published.
4. End with your first and last name, address, phone number, and e-mail address.
5. Always proofread for errors.
6. Type your letter and sign it before sending.

Every day, 30,000 children die from hunger, but most people aren't aware of this. In 2000, 858 million people had too little food to eat. In 2000, there were 6 billion people who lived in the world, so 14 out of every 100 people in the world in 2000 did not have enough food to eat.

The first step in helping to end hunger is talking about it. Educate your community by writing a letter to your local newspaper editors about what you've learned about the hunger problem. Use this handout to help you format your letter.

Date: _____

Dear Editor, _____

Sincerely, _____

Contact Information: _____



UNIT 1: OUR CHOICES MATTER

CLASS 3b

Problems with our Food System: Child Laborers

Please Note: Due to references to child slavery and trafficking, this lesson is recommended for older students.

MATERIALS NEEDED

Several copies of today's newspaper

CLASSROOM NARRATIVE

WARM-UP: Do you think slavery still exists in the world today. More than 200 million children are child laborers, and many of them are trapped as child slaves.

These children are between the ages 5 and 14. They are forced to work. They were taken away from their families and are living in a new, strange place. Initially the children were told they would be paid and be able to return to visit their families, but they are often not paid or allowed to leave the farms where they work. They are forced to awaken before sunrise and work long days under the hot sun. If the children stop to take a rest they get yelled at or beaten. The children work on cocoa farms and other forms of agriculture. The place where the children sleep is crowded and uncomfortable, but they are tired so they sleep despite the filth and start again the next day before the sun rises.

DIALOGUE: Can you imagine working under these conditions? Are you surprised to learn that child slave labor is used to produce chocolate? Why do you think most people do not know about child labor? Why is it not front page news?

ACTIVITY: The first step in helping end child slave labor is talking about the issue so that more people will become aware of this tremendous problem. Educate your community by writing letters to newspaper editors and local government officials about the problem of child slave labor.

BACKGROUND

Students learn how widespread the problem of child slave labor is in the production of chocolate and discover that one of the reasons it persists is lack of public awareness and media attention. Today, more than 200 million children are child laborers, and 70 percent of them work in agriculture. Of these, 8.4 million are trapped in slavery, debt peonage, prostitution, and other illicit activities. And 1.2 million of these children have been trafficked.

Ivory Coast, as the world's largest cocoa producer, accounts for more than 40% of the world's supply, producing 1.32 million tons in the business year 2002-03. The majority of its cocoa is imported into the U.S. and Europe by multinational companies such as Cargill, Nestle, and Archer Daniels Midland, and processed into chocolate and other cocoa products retailed by well-known firms such as Hershey's and M&M/Mars.

The State Department's Human Rights Report on Ivory Coast for 2001 estimated there were 15,000 child laborers between the ages of nine and 12 who had been sold into forced labor to coffee, cocoa, and cotton farms.

In 2000 and 2001, media reports exposed child trafficking and enslavement on cocoa farms in Ivory Coast. To avoid legislative action, large chocolate industry companies negotiated for an agreement allowing them to create a voluntary “Cocoa Protocol in September 2001, with the goal of eliminating the worst forms of child labor by 2005.” However, they failed to meet the goals of the protocol, and to date have made little, if any, progress.

Equal Exchange and several other Fair Trade cocoa buyers buy 100% Fair Trade certified cocoa. Equal Exchange partners with farmer cooperatives in the Dominican Republic and Peru, outside of areas tainted with child slave labor accusations. Fair Trade works to ensure that no child slavery was used to produce the cocoa, and that the adult workers were paid a fair price.

References:

International Labor Organization, www.ilo.org, 2005

International Labor Rights Fund, www.laborrights.org, 2005

NAME:

DATE:

Child Laborers

WRITING A LETTER TO THE EDITOR

Be brief. Write short, clear, sentences in two to three paragraphs. Be inspiring or witty. Try to think of unique arguments or solutions to a problem. Follow the guidelines provided by the publication.

1. Begin with the date at the top and "Dear Editor,"
2. In the first paragraph, make your point. Describe specifically what you are asking people to do.
3. If you are referring to another article or letter to the editor, list its headline and the date it was published.
4. End with your first and last name, address, phone number, and e-mail address.
5. Always proofread for errors.
6. Type your letter and sign it before sending.

More than 200 million children around the world are child laborers, and many of them are trapped as slaves. Child slave labor is a known problem in the cocoa industry, but most people who buy a chocolate bar at the store aren't aware of it. Educate your community by writing a letter to your newspaper sharing what you've learned about the child slavery problem in chocolate. Use this handout to help you format your letter.

Date: _____

Dear Editor, _____

Sincerely, _____

Contact Information: _____



CLASS 4

What You Eat

Adapted from Finding Solutions to Hunger: Kids Can Make a Difference by Stephanie Kempf

MATERIALS NEEDED

Student Activity Handout: What You Eat

CLASSROOM NARRATIVE

ACTIVITY: Keep a food diary for a day, writing down everything you eat. Look up the calories, protein, vitamin and mineral content of their food on the USDA Food Content website: <http://www.nal.usda.gov/fnic/foodcomp/search/>

Food gives us energy (calories). It gives us protein to build our bodies. It gives us vitamins, minerals, and fibers that keep our bodies healthy.

DIALOGUE: What happens if we don't get enough calories, protein, vitamins, minerals, or fibers? What would happen if we only had a half or a quarter of the food we needed every day? How would we feel? How would our bodies change? What would our community be like if everyone only had a quarter of the food they need every day?

NAME:

DATE:

What You Eat

1. Keep a food diary for a day, writing down everything you eat, even snacks and drinks. Look up the calories, protein, vitamin and mineral content of each food on the USDA Food Content website: <http://www.nal.usda.gov/fnic/foodcomp/search/>. Add up the total calories and total protein you consumed.

FOODS I ATE TODAY	HOW MUCH? (estimate)	CALORIES (how many?)	PROTEIN (how much?)	VITAMINS AND MINERALS (which ones?)
TOTALS				

2. Look on this chart for recommended daily protein intake and see if you consumed enough protein.

Dietary Reference Intakes (DRIs): Acceptable Macronutrient Distribution Ranges
Food and Nutrition Board, Institute of Medicine, National Academies

Macronutrient	RANGE (percent of energy)		
	Children, 1-3 y	Children, 4-18 y	Adults
Fat	30-40	25-35	20-35
<i>n</i> -6 polyunsaturated fatty acids ^a (linoleic acid)	5-10	5-10	5-10
<i>n</i> -3 polyunsaturated fatty acids ^a (α-linolenic acid)	0.6-1.2	0.6-1.2	0.6-1.2
Carbohydrate	45-65	45-65	45-65
Protein	5-20	10-30	10-35

^a Approximately 10% of the total can come from longer-chain *n*-3 or *n*-6 fatty acids.
SOURCE: Dietary Reference Intakes for Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids (2002).

NAME:

DATE:

What You Eat

3. Did you get enough protein?

4. Look it up: What happens to people when they don't get enough protein?

5. Look on this chart and see if you had enough calories. Circle the number that applies to you.

Estimated amounts of calories needed to maintain energy balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using the Institute of Medicine equation.

		ACTIVITY LEVEL		
GENDER	AGE (YEARS)	SEDENTARY	MODERATELY ACTIVE	ACTIVE
CHILD	2-3	1,000	1,000 - 1,400	1,000 - 1,400
FEMALE	4-8	1,200	1,400 - 1,600	1,400 - 1,800
	9-13	1,600	1,600 - 2,000	1,800 - 2,200
	14-18	1,800	2,000	2,400
	19-30	2,000	2,000 - 2,200	2,400
	31-50	1,800	2,000	2,200
	51+	1,600	1,800	2,000 - 2,200
MALE	4-8	1,400	1,400 - 1,600	1,600 - 2,000
	9-13	1,800	1,800 - 2,200	2,000 - 2,600
	14-18	2,200	2,400 - 2,800	2,800 - 3,200
	19-30	2,400	2,600 - 2,800	3,000
	31-50	2,200	2,400 - 2,600	2,800 - 3,000
	51+	2,000	2,200 - 2,400	2,400 - 2,800

6. Did you get enough or too many calories?

SOURCE: U.S. Department of Health and Human Services, <http://www.health.gov/dietaryguidelines>

NAME:

DATE:

What You Eat

7. Look it up: What happens to people when they don't get enough calories? Too many calories?

8. Look on this chart and see if you had enough of each kind of food. There are two different guidelines presented. See whether you met either of their recommendations.

Sample USDA Food Guide and the DASH (Dietary Approaches to Stop Hypertension) Eating Plan at the 2,000-Calorie Level (<http://www.health.gov/dietaryguidelines>)

DAILY FOOD REQUIREMENTS			
Food Groups and Subgroups	USDA Food Guide Amount	DASH Eating Plan Amount	Equivalent Amounts
Fruit Group	2 cups (4 servings)	2 to 2.5 cups (4 to 5 servings)	½ cup equivalent is: ½ cup fresh, frozen, or canned fruit 1 medium fruit ¼ cup dried fruit ½ cup fruit juice
Vegetable Group Dark green vegetables Orange vegetables Legumes (dry beans) Starchy vegetables Other vegetables	2.5 cups (5 servings) 3 cups/week 2 cups/week 3 cups/week 3 cups/week 6.5 cups/week	2 to 2.5 cups (4 to 5 servings)	½ cup equivalent is: ½ cup of cut-up raw or cooked vegetable 1 cup raw leafy vegetable ½ cup vegetable juice
Grain Group Whole grains Other grains	6 ounce-equivalents 3 ounce-equivalents 3 ounce-equivalents	6 to 8 ounce-equivalents (6 to 8 servings)	1 ounce-equivalent is: 1 slice bread 1 cup dry cereal ½ cup cooked rice, pasta, cereal 1 oz dry cereal (½-1¼ cup depending on cereal type—check label)
Meat and Beans Group	5.5 ounce-equivalents	6 ounces or less meats, 4 to 5 servings per week nuts, seeds, and legumes	1 ounce-equivalent is: 1 ounce of cooked lean meats, poultry, fish 1 egg ¼ cup cooked dry beans or tofu, 1 Tbsp peanut butter, ½ oz nuts or seeds 1½ oz nuts, 2 Tbsp peanut butter, ½ oz seeds, ½ cup cooked dry beans
Milk Group	3 cups	2 to 3 cups	1 cup equivalent is: 1 cup low-fat/fat-free milk, yogurt 1½ oz of low-fat, fat-free, or reduced fat natural cheese 2 ounces of low-fat or fat-free processed cheese
Oils	27 grams (6 tsp)	8 to 12 grams (2 to 3 tsp)	1 tsp equivalent is: 1 tsp soft margarine 1 Tbsp low-fat mayo 2 Tbsp light salad dressing 1 tsp vegetable oil
Discretionary Calorie Allowance Example of distribution: Solid fat Added sugars	267 calories 18 grams 8 tsp	~2 tsp of added sugar (5 Tbsp per week)	1 Tbsp added sugar equivalent is: 1 Tbsp jelly or jam ½ cup sorbet and ices 1 cup lemonade

NAME:

DATE:

What You Eat

9. Which foods did you eat enough of?

10. Which foods did you not eat enough of?

11. Did you eat anything labeled certified "Organic"? If so, what?

12. Look it up: What health benefits may there be from eating foods certified "Organic"?



CLASS 5

Where Your Food Comes From

MATERIALS NEEDED

A classroom-sized world map
A dozen sticky notes
Student Activity Handouts:
Where Your Food Comes From

CLASSROOM NARRATIVE

INTRODUCTION: Why does some of our food come from so far away? Who grows it? What are their lives and living conditions like? How can you know if the farmers who grew the food or the workers who processed it were treated fairly?

ACTIVITY: Pick two ingredients from the foods you ate yesterday that you think were grown in another country. Use the Internet, dictionaries, and encyclopedias to research where these ingredients are grown and processed. Record your findings on the Student Activity Handout. Mark where they're from on the world map.

SUMMARY: Today most people have very little information about where their food comes from. Not that long ago, people ate food that they hunted, grew, or gathered from where they lived. Now, because of trucks and airplanes, a lot of our food is shipped in from all around the world.

Write down the ingredients you researched on sticky notes—one note for where an ingredient was grown and one for where an ingredient was processed (if you can find this out). Post them on the classroom world map so we can see where a few of the foods have come from that we ate yesterday. If your ingredients were grown or processed in many different countries, just pick one for each.

Think about why some foods might grow only in certain countries, due to climate or types of soil. Also consider the differences between locally and non-locally grown foods.

CONCLUSION: Our food comes from many different places and it takes work to find out where it comes from.

NAME:

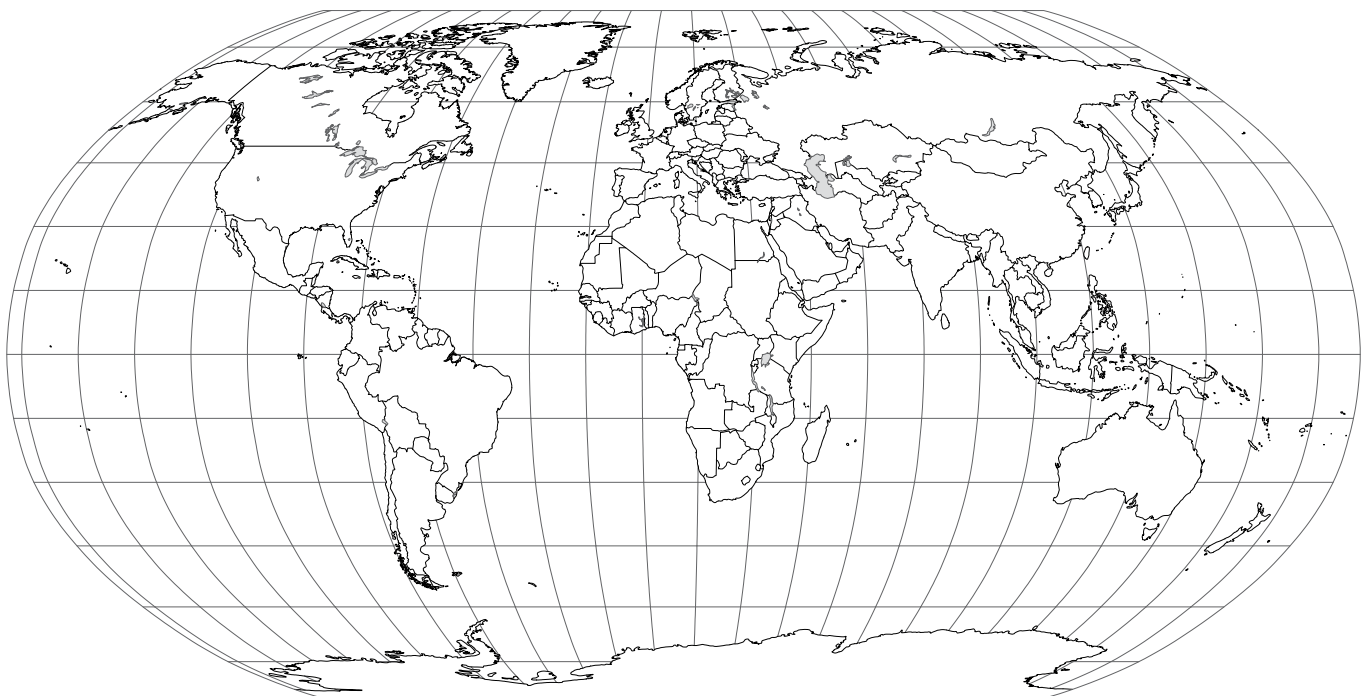
DATE:

Where Your Food Comes From, 1

1. Pick two ingredients from the foods you ate yesterday that you think might come from another country. Write down what you already know about where they came from. Look on the Internet, in a dictionary, and in encyclopedias to find out where the ingredients are grown (if you can't find out on the label). You can check out this website to find out more about where milk, corn, and beef come from: <http://www2.kenyon.edu/Projects/Farmschool/food/foodhome.htm>

FOOD	INGREDIENTS	WHERE GROWN?	WHERE PROCESSED?

2. On this world map, show where your two ingredients are grown and where they are processed (if you can find out!).



FOLLOW-UP ACTIVITIES

Make applesauce from locally grown apples. Make vegetable soup from locally grown vegetables. Make french fries using locally grown potatoes. Challenge your students and their parents to find classroom snacks made from food that is locally grown.

Have students volunteer on a farm to learn more about how their food is raised or grown and how much work it takes before ending up on their plates!

Ask students to keep a journal of the food advertisements they see after school. Ask them to describe the messages they're hearing or seeing in those ads. Ask them to talk about how these ads appear to them.

