

TRADING cards & human RIGHTS

A GUIDE FOR EDUCATORS

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For more resources, visit www.kairoscanada.org.
For more information call 1-877-403-8933.

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This resource is intended to accompany 12 Trading Cards. To receive copies of the cards call 1-877-403-8933 or visit www.kairoscanada.org and follow the link for the Trading Rights Project.

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introduction

The Trading Rights Project is designed to raise awareness about the connections between international trade and human rights and to help students understand the role they play as individuals in the global economy. Canadian youth are citizens of today and leaders of tomorrow. Empowering them to understand how they can actively influence policies on major global issues is key to our present existence and our common future.

This study guide offers ideas for using a set of 12 Trading Cards in the high school classroom (p. 4) or in student clubs (p. 11). Each card contains information about key products, companies or human rights defenders and draws a link to the need for trade policies that put people first.

The KAIROS website: www.kairoscanada.org provides key resources that enhance the use of the Trading Cards in the classroom. Follow the link to the “Trading Rights Project” to access:

- An Interactive Flash Map
- Country Briefs
- Sample Action Letters
- Take Action! Section
- Background Document: Economic Globalization: An Overview

BBC News Country Profiles are also an excellent source of information, providing information on the history, politics and economic background of countries and territories and background on key institutions. They also include audio and video clips. Website link: news.bbc.co.uk/2/hi/country_profiles

The classroom program outlined in this guide is structured around five classes. The first three lessons provide teaching material, and the fourth and fifth lessons centre on student presentations and developing an action for the class to take as a group. You can decide whether you would like to teach these lessons consecutively, or whether you would like to spread them over a greater period of time.

Some of the suggested homework assignments refer students to the KAIROS website. If students do not have access to the internet at home, you

may wish to print out resources from our website for them, or modify the homework assignment.

One Card Per Class... An Alternative

As an alternative to the outline provided in the guide, you may wish to focus on one particular trading card for a class period. Using this method, you can spend anywhere from one to twelve classes using the cards. This will allow you to guide your students through the information, going into greater depth with the particular trading card. You could structure your class as follows:

- Read the Trading Card together
- Discuss the issues highlighted on the card
- Look at the background information about the country that is highlighted on the card
- Discuss potential solutions or actions that individuals could take to make an impact on this issue. This could be done in small groups or as a class.
- Refer to www.kairoscanada.org to access the Interactive Flash Map, Country Briefs, Sample Action Letters, the Take Action! Section, and further background information.

For the first class, you may wish to select a card that you think will resonate with the students, or one that highlights an issue that is particularly relevant to your course curriculum. For future classes, you could have the students vote on which trading card they would like to explore next. You may also wish to have the students explore the remaining Trading Cards through individual or small group work.

When you have finished using the trading cards, you may wish to put them on display in the classroom.

TRADING CARDS IN THE HIGH SCHOOL CLASSROOM:

The material provided on the Trading Cards and in the Study Guide is particularly suited for high school Geography, History, Economics, Law, and World Issues courses, but may be suitable or adapted to other courses also. In Separate school systems, the Trading Cards can also be used in the religious studies curriculum.

issues overview: for educators

It has been over 60 years since Canadian John Humphrey and his colleagues completed the Universal Declaration of Human Rights (UDHR) establishing the foundation for international human rights law. From 1948, when the UDHR was adopted and proclaimed by the United Nations, until 1976, when the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, entered into force at the United Nations, the UDHR stood alone as the international standard of achievement for all peoples and all nations. Today, the UDHR and the two Covenants make up the International Bill of Rights.

Most if not all the provisions of the UDHR have become part of customary international law, or what is accepted as the minimum rights to which all humans are entitled. All countries in the world are bound to the UDHR and, whatever their government's particular view may be, cannot renounce their international obligations to protect and promote the rights included therein.

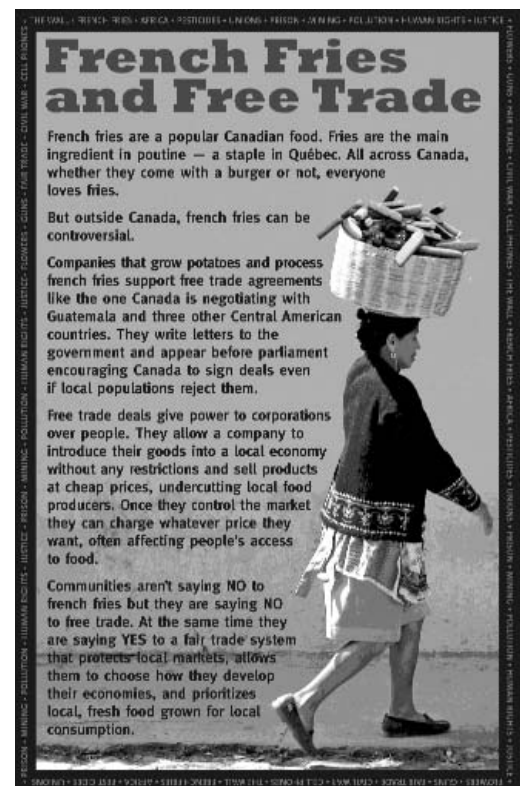
Around the world, Canada has been traditionally viewed by other nations as a nation that protects and promotes human rights and international law both within its borders as well as overseas. In recent years, however, people struggling for their rights in the Global South have begun to question Canada's commitment.

Economic goals have become the main driver of foreign and domestic policies, even at the expense of protecting and promoting human rights in some cases. Advocates for open markets argue that free trade leads to stronger protection for human rights by increasing economic prosperity for everyone. In contrast, Canada's trading relationships often sideline human rights, "trading rights" of people for increased global trade and profits for Canada's corporations. In trade agreements between Canada and other nations, the right of workers to organize unions to protect their interests — a right recognized in the UDHR — is often relegated to ineffective side agreements, rather than included in the

principal text, giving it secondary importance to increased profits.

Around the world, people's internationally recognized right to determine their future, including how to develop their lands and culture, is harmed by trade and investment agreements and methods that undermine traditional practices, community development, and even peace, in some instances. Too often mining or oil companies enter a region without proper consultation with the local population. At times, they work with local armed groups, including military and police, in order to protect their operations. In the worst of these cases, people are displaced from their territories and others are killed.

In order to address these issues, human rights must be placed at the centre of all ethical and legal relationships among Canadians and with others overseas.



trading cards in the classroom

LESSON ONE

STEP 1

GOALS/LEARNING OBJECTIVES:

- to orient students to the countries they will be discussing;
- to introduce the topic of international trade and human rights;
- to begin to see how we are linked through the global economy.

TIME REQUIRED:

50 minutes+

MATERIALS YOU'LL NEED:

- 1) Trading Cards
- 2) Map of the world

OPENING ACTIVITY:

Interactive Human Map (20 minutes or longer as desired)

Divide the students into no more than 12 groups (two or three to a group, depending on the size of the class). Distribute a Trading Card to each group. Direct the group to the side of the card with Facts and ask the students to identify the country represented on the card. For cards that highlight multiple countries, the group can pick one of them. Orient the class to North, South, East and West and ask the groups to move to where they think the country would be if the classroom were a map of the world. Ask them to do so without speaking to the other groups.

When they have settled in the different parts of the room ask each group to announce to the class the country it is representing. Using a map of the world, compare the human map with the actual geographic locations. Have the class make adjustments (if needed) to represent the proper map layout. While the groups are in the map configuration raise the following for discussion:

- What do these countries have in common? For example: Where are they geographically situated? Are they wealthy countries? Are they countries that tourists would visit? Has anyone ever visited one of these countries? (You can tailor these questions to your particular class).
- Have each group share the topic on their Trading Cards (each card will highlight a product, a company or a human rights activist).
- Link the topics to the students' own lives by posing questions such as: How many students own cell phones? Who has bought coffee at Second Cup or Tim Hortons? Who has eaten french fries in the last week? Has anyone bought flowers lately?

STEP 2

INTRODUCTION TO TRADE AND HUMAN RIGHTS:

Talking Points (10 minutes)

NOTE:

The article “Economic Globalization: An Overview”, found on the KAIROS website, provides background material for use in this discussion.

Invite the students to be seated. Make a brief presentation, which includes the following points:

- Canada trades with countries around the world for many of the products that we use in our day to day lives.
- There are various international human rights treaties and laws that Canada needs to abide by. A key document is the Universal Declaration of Human Rights.
- Trade could be an important way to fulfill our human rights obligations. However, economic goals have been given priority, at the expense of protecting human rights. For example, in trade agreements between Canada and other countries, the right of workers to organize unions to protect their interests (a right recognized by the Universal Declaration of Human Rights) is often discussed in side agreements, rather than in the main text. These side agreements are ineffective and are not enforced. Human rights are given secondary importance to increased profits.
- Powerful decision-makers such as national governments, international trade organizations like the World Trade Organization, international financial institutions, and corporations should be held accountable for the impact of their policies and practices on human rights.

STEP 3

Trading Cards and Small Group Discussion (20 minutes)

Have the small groups read their card and answer the following questions:

- What is happening in this story?
- How is this a human rights issue?
- How are we in Canada linked to what is happening in this country?

HOMEWORK:

Have students go to www.kairoscanada.org to find the Country Brief connected to their Trading Card. In Lesson Two, each small group will present their Trading Card to the class; have them jot down something they found interesting or surprising from the Country Brief to share.

Also, ask the students to bring in a small object that's important in their day to day lives, for the next class.

STEP 2

FAIR TRADE VS. FREE TRADE:

Talking Points (10 minutes+)

- As discussed earlier, trade could be an important way to strengthen human rights around the world. Advocates of “Fair” trade believe that an economy can meet everyone’s needs without harming the environment and exploiting people. However, international trade agreements of recent years have been anything but “fair”. Negotiations have been heavily dominated by the wealthy, industrialized nations, who have the power and resources to advocate for their own interests, and the interests of western-based corporations.
- **Free trade** agreements encourage countries to end government subsidization of industry, and to open their borders to international trade. Free trade has tended to privilege corporate rights over people. Many agreements contain loopholes that allow western countries to continue subsidizing their industries while countries in the developing world are forced to open their borders to foreign imports.
- This can have the effect of destroying domestic industries that can’t then compete with subsidized foreign products. When profit is the overriding priority, business practices don’t always respect the environment, communities and the workers who produce the very products that make the companies wealthy.
- **Fair trade** means that prices paid to producers and workers should guarantee a fair return for their labour; that workers should have the right to organize themselves into unions and bargain with their employer; that employers should respect the national minimum wage, health and safety laws, and should not use bonded, forced, prison, or exploitative child labour. Suppliers and buyers should promote environmentally sustainable development and the conservation of natural resources. Customers should be encouraged to understand trading relations and to be aware of the impact of their purchases.

STEP 3

Presenting the Trading Cards (30 minutes)

In order for the students to be exposed to all of the Trading Cards, have each small group (formed in Lesson One) present its card to the rest of the class, including the information that they found interesting or surprising from the fact sheet.

HOMEWORK:

Lesson Three will discuss ways that we can act to make a difference around the issues raised on the cards. To get students thinking about this, have them visit www.kairoscanada.org, where they will find action ideas. Explain that they will be selecting an issue that they would like to work on, and that they can start thinking about ideas for how to take action on this issue.

LESSON THREE

STEP 1

Take a Stand! (20 minutes)

The purpose of this activity is to have students reflect on their own opinion and on the range of opinions that exist on a particular issue. Remind students that they should respect each other's responses.

This activity requires that students move to the spaces where the signs are posted. Post the two signs at opposite ends of the classroom, allowing space to stand in the middle of the signs. Read the statement aloud, then have students move to "I agree", "I disagree", or somewhere in the middle, to reflect their opinion on the statement. Feel free to add other statements that may be appropriate to your class upon reflection on the Trading Cards.

Statements:

- 1) I would be willing to pay more for coffee or chocolate so that producers could earn a living wage.
- 2) Canada's international reputation is affected when Canadian companies commit human rights abuses overseas.
- 3) In purchasing my next cell phone, I would share my concerns with cell phone companies about mining in the Democratic Republic of Congo.
- 4) I would be willing to send a message to the Canadian government about not participating in free trade agreements with countries where human rights abuses are consistently unaddressed.

GOALS/LEARNING OBJECTIVES:

- to encourage students to reflect on their personal values and opinions;
- to explore some of the challenges that human rights defenders face;
- to empower students to take action.

TIME REQUIRED:

60 minutes +

MATERIALS YOU'LL NEED:

Two signs: "I agree" and "I disagree"

FLOWERS • GUNS • FAIR TRADE • CIVIL WAR • CELL PHONES • THE WALL • FRENCH FRIES • AFRICA • PESTICIDES • UNIONS • PRISON • MINING • POLLUTION • HUMAN RIGHTS • JUSTICE


Cell Phones and Civil War

Sitting at the lunch table somewhere in Canada, 15-year-old Matt receives a text message on his new cell phone. It's from his friend, Colleen, telling him about her new job at a local clothing store. She'll be making over \$10/hour.

10,000 kilometres away, 15-year-old Baruti digs in the dirt of central Africa for a mineral few people have ever heard of, columbite-tantalite or coltan for short. Baruti works in the midst of a war zone, from sun up to sun down, 7 days a week. He makes less than 20 cents/day.

Would you believe that we could draw connecting lines from the phone in Matt's hands to mineral under Baruti's feet and the ongoing conflict in Democratic Republic of Congo (DRC) — a conflict that has killed more than 5 million people?

Coltan is refined into a heat-resistant powder called tantalum that carries the high electrical charge needed in many of today's "must-have" toys, including computers, video cameras and game consoles; it is also necessary for the capacitors that control the charge in cell phone circuit boards.



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Skin care with blemishes...

Ahava is the Hebrew word for love. Except when it comes to caring for your skin.

Ahava, an Israeli company, produces skin care products from water and lava that's not really their. Ahava's Dead Sea facial treatments and mineral bath products are made in a factory located at the northern end of the Dead Sea on land confiscated from Palestinians.

Israel's settlers in the West Bank and Gaza not only violate international law, but their economies also contribute to weakening the Palestinian economy.

Products like skin care and various herbs and other agricultural products made on illegal Israeli settlements are imported to Canada, receiving preferential treatment under the Canada-Israel Free-Trade Agreement (CIFTA). But they're not coming from Israel. They're coming from Palestinian territory, with little or no benefit to Palestinians.

International trade must not contravene international human rights agreements, including the Universal Declaration of Human Rights and the Geneva Conventions. By allowing these products into Canada, the Canadian government is directly contradicting its obligation under international law, and giving all Canadians a black eye.

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STEP 2

HUMAN RIGHTS DEFENDERS:

Discussion and Talking Points (15 minutes +)

- Ask students to recall the human rights defenders they learned about on the Trading Cards. Who were they? Where were they from?
- What is it that these individuals are defending? To provide some context, you can discuss the Universal Declaration of Human Rights (UDHR). The UDHR was adopted and proclaimed by the United Nations in 1948. You may wish to look at the document, which can be found at www.un.org/Overview/rights.html
- In 1976, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights entered into force. Today, the UDHR and the two Covenants make up the International Bill of Rights.
- Most of the provisions of the UDHR have become part of customary international law, or what is accepted as the minimum rights to which all humans are entitled. All countries in the world are bound to the UDHR, whatever their government's particular view may be, and cannot renounce their international obligations to protect and promote these rights.
- What challenges did the human rights defenders on the Trading Cards face? What challenges do we face at home in Canada when we try to take a stand on human rights issues?

STEP 3

Preparing for action (30 minutes +)

Now is the time to explore how we can take action about the issues raised on the Trading Cards! Invite the students to choose one of the issues to which they feel a particular connection.

Form groups based on the card they are interested in to work on an assignment together. Each group needs to brainstorm potential solutions or things that young people living in Canada can do to improve the human rights situation that is highlighted. The group then needs to come up with a creative way to present one of its solutions. Ideas include creating a short video to post on YouTube; starting a Facebook group to raise awareness about the issue; writing an article for the school or community newspaper; or any other creative method the group can come up with.

Direct students to www.kairoscanada.org, where they will find ideas for ways that they can take action to make a difference.

HOMEWORK:

Students will need to finish the assignment to present to the rest of the class in Lesson Four.

LESSON FOUR

ACTION SHOWCASE

GOALS/LEARNING OBJECTIVES:

- to aid students in learning about many different responses to the issue of human rights and trade.

Have each group present their assignment to the class. Students could present to the whole class or you could set up stations showcasing the work and have the students rotate around each station (to sign a petition, watch a short video, etc.). For the latter option, students may wish to leave a note at their station with an explanation, as they won't be there to present (they will be rotating around also).

If possible, send their work to KAIROS at tradingrights@kairoscanada.org so that we can post it on our website!

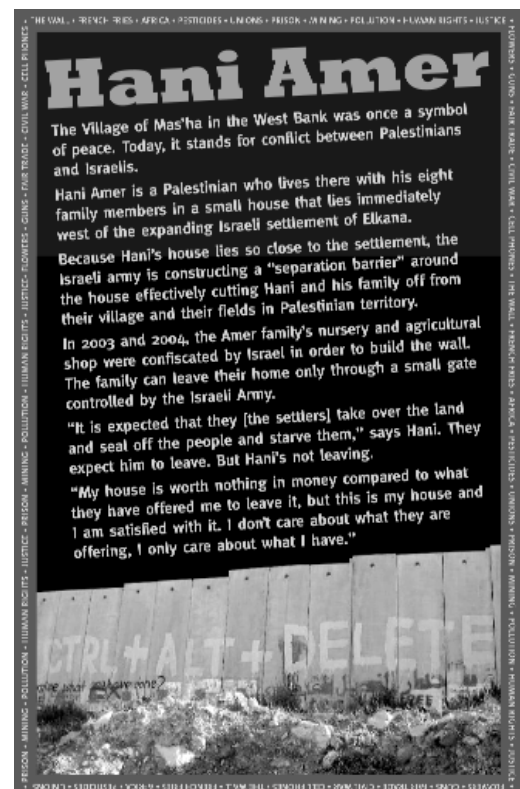
LESSON FIVE

CLASS ACTION

GOALS/LEARNING OBJECTIVES:

- to empower the class to create change.

The class as a whole can select an action to work on together. It may be one of the actions presented in the previous class, or it may be a new idea. Brainstorm what action you are going to take as a class, and let us know how it goes! Send their work to KAIROS at tradingrights@kairoscanada.org.



using the trading cards for student clubs

The Trading Cards are a great resource for student clubs, with an interest in these issues. To start, try out the Interactive Human Map activity, explained on page 4, as a way to introduce the Trading Cards. A second activity that you can use in your group is the Trading Activity, explained on page 6.

There are 12 different Trading Cards, each one highlighting a product, company or human rights defender. As a group, you can select one card to read together and brainstorm actions that you can take as a group to address the issues raised on the card.

Each card could provide material to focus a meeting around, for up to 12 meetings. Don't forget to check out the KAIROS website to learn more about the issues, and for ideas and tools on how you can take action in your personal lives, in your communities, and with your government.

- 1) read the card
- 2) find out more
- 3) take action as a group

Let us know how it goes! (tradingrights@kairoscanada.org)

To learn more about a particular issue, why not have a movie night? Some movie suggestions are listed below. Your group can also brainstorm other movie options.

Blood Diamond. This Academy Award nominated movie raises issues around diamonds that are mined in African war zones and sold to finance the surrounding conflicts. The profits of this industry directly benefit diamond companies around the world.

Life and Debt. This documentary uses excerpts from the award-winning non-fiction text "A Small Place" by Jamaica Kincaid. *Life and Debt* is a woven tapestry of sequences focusing on the stories of individual Jamaicans whose day-to-day existence and strategies for survival are determined by the U.S. and other foreign economic powers.

Syriana is an Oscar-winning, politically-charged film about the state of the oil industry in the hands of those personally involved and affected by it.

The Constant Gardener is an Oscar-winning story about a widower who is determined to get to the bottom of a potentially explosive secret involving his wife's murder, big business and corporate corruption.

Up the Yangtze. This documentary is set in China, and looks at the complicated world of a rural family displaced by the creation of the world's largest mega-dam. The family loses their land and livelihood. In an effort to support her family, their daughter finds work in the growing tourist trade with a cruise line that operates on the Yangtze river.

The Corporation explores the nature and spectacular rise of the dominant institution of our time. Part film and part movement, *The Corporation* is insightful and compelling.

Battle in Seattle. Activists arrive in Seattle, Washington en masse to protest a meeting of the World Trade Organization. Riots and chaos ensue as demonstrators successfully stop the WTO meetings.

The Take is a political thriller that turns the globalization debate on its head. The film follows Argentina's radical new movement of occupied businesses: groups of workers who are claiming the country's bankrupt workplaces and running them without bosses.

War Inc. This is a political satire set in Turaqistan, a country occupied by an American private corporation run by a former U.S. Vice-President. In an effort to monopolize the opportunities the war-torn nation offers, the corporation's CEO hires a troubled hit man to kill a Middle Eastern oil minister.

further resources

Consult the KAIROS website for further background information and tools for how to take action on these issues. Visit www.kairoscanada.org and follow the link.

Other links:

- BBC News Country Profiles provide information on the history, politics and economic background of countries and territories and background on key institutions. They also include audio and video clips.
http://news.bbc.co.uk/2/hi/country_profiles/
- TakingITGlobal is an online community that connects youth to find inspiration, access information, get involved and take action in their local and global communities.
<http://www.takingitglobal.org/>
- The Amnesty International Canada website provides information about human rights issues around the globe. Check out their "Human Rights Activism for Youth" section. <http://www.amnesty.ca/youth/>
- The Canadian Centre for Policy Alternatives is an independent research institute concerned with issues of social and economic justice.
Visit <http://www.policyalternatives.ca/> and follow the link "For Educators" for a range of educational resources.
- Explore the Statistics Canada website for background info on Canada's international trading patterns: http://www41.statcan.ca/2007/1130/ceb1130_000_e.htm
- Policy Brief: Export Development Canada and Human Rights — Risk or rights?
<http://www.halifaxinitiative.org/updir/PolicyBrief-EDCandHR.pdf>
- Canadian International Development Agency website to see how Canada's aid assists countries around the globe. <http://www.acdi-cida.gc.ca>

