

# FAIRTRADE ENVIRONMENTAL BOARDGAME GUIDELINE

This tool is a double A3 sized board game covering the topics of pest management, soil management, sustainable water use, waste management, genetically modified organisms, biodiversity, and energy and greenhouse emissions. These are all included in the Fairtrade environmental standards for Small Producer Organisations and Contract Production set ups.

## HOW TO PLAY

- Up to six people can play.
- Players will choose a captain, who will not play but will be in charge of the Answer Sheet, a booklet which describes the illustrations and indicates if they are positive or negative. The captain also has suggested questions for participants.
- Each player needs a counter. These can be any small object (a coffee bean, cocoa bean, coin, etc.), but each counter should be different from the others.
- Put all counters on the start step.
- The first player rolls the die, and moves his or her counter to the first space on the board of the corresponding colour.
- Moving to the left of the first player, each player has a turn to roll the die and move his or her counter. If the player lands on a space with an illustration, s/he must describe what s/he sees in that illustration. Once the player has described what s/he sees, the captain will read the explanation corresponding to the illustration on the Answer Sheet. If the action is described as a negative action on the Answer Sheet, the player will move backwards one space and wait for his or her next turn. If the action is described as a positive action, the player will move forward one space.
- To win, a player must land on the 'finish' space or be close enough to the end of the game that not all colours are available to land on. At this point, the captain will ask the player three questions (from the Answer Sheet) about the topics covered in the game. If the player answers the questions correctly, s/he wins the game. If not, s/he will wait for his or her next turn to roll the die or answer another set of questions.

## USE

This tool can be used to help small producers to understand and raise awareness on the environmental standards included in the Fairtrade Standards for Small Producer Organisations and Contract Production. Its aim is to support small producers to comply with Core Year 0, Year 1, Year 3 and Year 6 standards.

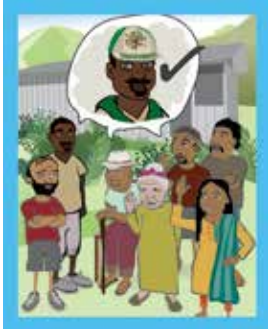


## ILLUSTRATION

## GUIDANCE

## FAIRTRADE STANDARD

STORY  
01



This illustration represents the election of the environmental officer, whose duty is to provide support to producers in order to comply with Fairtrade environmental standards.

### YEAR 0 CORE

One person in your organisation **must be given** responsibility to lead the operational steps required for your organisation to comply with the requirements in **the Environmental Development section**.

STORY  
02



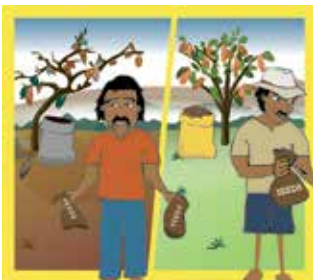
This illustration brings attention to the obligatory, safe central storage area for pesticides and other hazardous chemicals required by the Fairtrade Standards. It also highlights key elements such as the lock on the door, signs indicating danger and that children are not allowed, a mesh door for ventilation, and a person responsible for the management of the storage area.

### YEAR 0 CORE

**If you have** a central storage area for pesticides and other hazardous chemicals, you **must maintain** it in a way that minimizes risks. The storage area **must**:

- be locked and accessible only to trained and authorised personnel
- be ventilated to avoid a concentration of toxic vapours
- have equipment, such as absorbent materials, to handle accidents and spills
- not contain food
- contain hazardous materials clearly labelled and indicating contents, warnings, and intended uses, preferably in the original container when possible, and
- contain information on safe handling (safety sheets)

STORY  
03



The illustration makes a comparison between a producer who uses genetically modified seeds and one who does not. The purpose of this illustration is to introduce the concept of genetically modified (GM) seed stock and to make a note of the risks of using these organisms.

### YEAR 0 CORE

You and your members **must not** intentionally use genetically engineered seed or planting stock for Fairtrade crop(s). **You must** implement practices to avoid GM contamination in seed stocks.



## ILLUSTRATION

## GUIDANCE

## FAIRTRADE STANDARD

STORY  
04



This illustration brings attention to Fairtrade International's Prohibited Materials List (PML). It aims to remind producers to keep updated versions of the list, so that they are aware of any changes to the list and can tailor their use of chemicals accordingly.

### YEAR 0 CORE

You **must compile** a list of the pesticides that are used on Fairtrade crops and keep it updated, at a minimum every 3 years. You must indicate which of those materials are in the Fairtrade International Prohibited Materials List (PML), Part 1 (Red List) and part 2 (Amber List).

You and the members of your organization **must not use** any of the materials on the Fairtrade International PML Part 1 (Red List) on Fairtrade crops. Prohibited materials must be clearly marked not for use on Fairtrade crops.

### YEAR 1 CORE

You **must develop** a procedure to ensure that members do not use any materials on their Fairtrade crops that appear on the Fairtrade International PML Part 1 (Red List). The procedure must at least include activities that raise your members' awareness of the PML.

STORY  
05



This situation represents the environmental officer addressing a group of producers about a conservation area. The illustration highlights that conservation areas must be identified and protected by producers, and that the environmental officer has a leading role in raising awareness on conservation activities.

### YEAR 0 CORE

Your members must avoid negative impacts on protected areas and in areas with high conservation value within or outside the farm or production areas from the date of application for certification. The areas that are used or converted to production of the Fairtrade crop must comply with national legislation in relation to agricultural land use

### YEAR 3 DEV

You must define and implement a procedure to monitor and evaluate the performance of your members in relation to the requirements in the Production chapter.

STORY  
06



This illustration portrays a situation where empty hazardous chemical containers are reused to store and transport water. It also shows that as a consequence of drinking the water from these reused containers, the man's health is compromised. This illustration can also facilitate conversations around water pollution and the role that producers can play in protecting bodies of water.

### YEAR 0 CORE

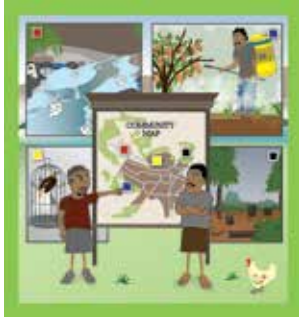
You and the members of your organisation **must not reuse** pesticide and other hazardous chemical containers to store or transport food or water.

## ILLUSTRATION

## GUIDANCE

## FAIRTRADE STANDARD

STORY  
07



The illustration represents a group of Fairtrade producers using their community map to identify environmental issues that can become risks of non-compliance with Fairtrade environmental standards. The issues are carefully represented and documented on the community map. The image brings attention to the role that individual producers have in the identification of environmental risks.

### YEAR 1 CORE

You **must identify** which requirements in the Production chapter your members may be at risk of not complying with.

### YEAR 3 DEV

Your identification of risks must be repeated periodically, at a minimum every 3 years.

STORY  
08



The illustration shows a producer taking trees from a forest and replacing them with more trees than he has taken. The image brings attention to the need to replace and maintain natural resources used by Fairtrade producers, especially when these resources are vital for native or endangered animals.

### YEAR 1 CORE

You and the members of your organisation who carry out wild harvesting of Fairtrade products from uncultivated areas **must assure** the sustainability and survivability of the collected species in its native habitat.

STORY  
09



The illustration demonstrates the use of buffer zones. It specifies that no hazardous chemicals can be used near human activity or conservation areas. Fairtrade producers are required to keep 10 meter buffer zones around these areas.

### YEAR 1 CORE

You and the members of your organisation **must not apply** pesticides and other hazardous chemicals within 10 meters of ongoing human activity (housing, canteens, offices, warehouses or the like with people present). A buffer zone of at least 10 meters **must be kept** unless there is a barrier that effectively reduces pesticide drift.

STORY  
10



This image makes reference to compulsory areas for storage and disposal of dangerous agrochemicals. This storage area must be located far from human activity, locked from the outside, and should display the appropriate symbols for the chemicals contained inside.

### YEAR 3 DEV

You and the members of your organisation **must have** designated areas for the storage and disposal of hazardous waste. In the absence of appropriate disposal facilities, small amounts of hazardous farm waste can be burned in a well-ventilated area away from people, animals or crops. You and the members of your organisation may only burn hazardous waste if it is allowed by local regulation and all safety recommendations are followed.

## ILLUSTRATION

## GUIDANCE

## FAIRTRADE STANDARD

STORY  
11



This illustration aims to clarify the steps for the appropriate disposal of empty agrochemical containers: triple rinse, puncture and safely store. It also highlights the use of personal protective equipment while handling agrochemicals.

### YEAR 3 CORE

You **must implement** measures to ensure that all people, including members and workers, wear appropriate personal protective equipment (PPE) when handling pesticides or hazardous chemicals.

### YEAR 3 DEV

You and the members of your organisation **must triple rinse**, puncture and safely store empty containers. All equipment that has been in contact with hazardous materials must be **cleaned and stored safely**.

STORY  
12

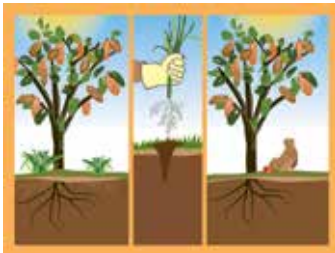


This image represents a family who collect rare or threatened animals. Its aim is to discourage these practices among producing communities and to raise awareness on the related Fairtrade Standard.

### YEAR 3 DEV

You **must raise awareness** among your members so that no collecting or hunting of rare or threatened species takes place.

STORY  
13



This illustration brings attention to manual weeding as an alternative to herbicides.

**Note:** In this illustration, two domestic animals are used to demonstrate that manual weeding is a safe alternative to herbicides; however, producers are encouraged to keep domestic animals out of their gardens.

### YEAR 3 DEV

You **must work toward** all members who use herbicides minimizing the amount they use by implementing other weed prevention and control strategies.

STORY  
14



This image represents a producer wearing full personal protective equipment. Its aim is to raise awareness on the importance of using protective gear while spraying agrochemicals.

### YEAR 3 CORE

You **must implement** measures to ensure that all people, including members and workers, wear appropriate personal protective equipment (PPE) when handling pesticides or hazardous chemicals.

You **must provide** training to members and workers who handle pesticides and other hazardous chemicals on the risks of handling these materials and on how to handle them properly.

You must raise awareness amongst all members and workers of the hazards and risks related to pesticides and other hazardous chemicals, even if they are not directly handling these materials.

## ILLUSTRATION

## GUIDANCE

## FAIRTRADE STANDARD

STORY  
15



This illustration represents a producer looking at her community map to identify an area with soil erosion. The image brings attention to the role that producers have in monitoring risks, and the importance of efficient identification, record keeping and communication of these risks in order to mitigate them.

### YEAR 3 DEV

You **must identify** land at risk of soil erosion and land that is already eroded in fields where your members plant Fairtrade crops.

STORY  
16



This image represents a producer making a compost pile as one of his efforts to improve soil fertility and encourage a healthier crop. The image raises awareness of the variety of practices that allow nutrients to be recycled, and can support a conversation around the implementation of this kind of activity.

### YEAR 3 DEV

You **must report** on measures that you as an organization and your members have implemented to improve soil fertility.

STORY  
17

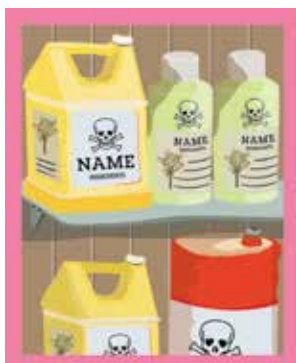


This illustration represents a producer who accidentally starts a wildfire while attempting to burn a pile of empty pesticide containers. It aims to bring attention to the risks of using fire in the field as a method of waste disposal.

### YEAR 3 DEV

You **must raise awareness** among your members about re-using organic waste through the implementation of practices that allow nutrients to be recycled. You and your members may only burn organic waste if it is required by applicable legislation for sanitary purposes, or it is clearly a more sustainable practice.

STORY  
18



This image shows a set of chemical containers which are properly labelled, indicating contents, warnings, and intended uses. The illustration also suggests that the containers still have their original labels. It aims to give guidance on proper labelling of chemical containers.

### YEAR 3 DEV

Your members **must have** all pesticides and hazardous chemicals clearly labelled.



## ILLUSTRATION

## GUIDANCE

## FAIRTRADE STANDARD

STORY  
19



The illustration shows a producer training workshop conducted by the organisation's environmental officer. The main element is a community map that shows the location of water sources, which are identified by the coloured squares. The illustration suggests that producers closely monitor the water sources of importance to them, and receive training on related topics, as suggested by the Fairtrade Standards.

### YEAR 3 DEV

You **must list** sources of water used for irrigating and processing Fairtrade crops.

You **must provide** training to the members of your organisation on measures to use water efficiently. This training must include:

- estimating how much water is needed to irrigate and/or process Fairtrade crops
- measuring (or estimating) how much water is extracted from the source
- measuring how much water is used for irrigation and/or processing
- providing maintenance to the water distribution system, and adopting as applicable, methods to recirculate, reuse and/or recycle water.

Your members must store pesticides and other hazardous chemicals in a way that minimizes risks, especially so they cannot be reached by children

STORY  
20



This image represents a producer planting a tree alongside a stream, to bring attention to producers' roles in biodiversity conservation, regeneration of native vegetation, and conservation of bodies of water.

### YEAR 6 DEV

You and the members of your organisation **must maintain** buffer zones around bodies of water and watershed recharge areas, and between production and areas of high conservation value, either protected or not. Pesticides, other hazardous chemicals and fertilizers **must not be applied** in buffer zones

STORY  
21



This illustration represents two Fairtrade producers completing a monitoring table that shows the correct type and amount of pesticide to be used on specific crops and pests. This indicates that producers must monitor their crops so that they apply pesticides based on their knowledge of pests and diseases.

### YEAR 3 DEV

You **must work** toward all members who use herbicides minimizing the amount they use by implementing other weed prevention and control strategies.

### YEAR 6 DEV

You must provide training to the members of your organization on the appropriate use of fertilizers. This training must include:

- measures to ensure that fertilizers (organic and inorganic) are applied in amounts that respond to the nutrient need of the crop
- measures to store fertilizers separately from pesticides in a way that minimizes risks of polluting water



## ILLUSTRATION

## GUIDANCE

## FAIRTRADE STANDARD

STORY  
22



The illustration shows a producer wearing appropriate PPE and using an absorbent material while cleaning a pesticide spill.

### YEAR 6 DEV

Your members **must have** equipment to handle accidents and spills in the areas where they prepare or mix pesticides and other hazardous chemicals, so these do not seep into soil or water. Members **must plan** spraying in such a way as to have no or very little spray solution left.

STORY  
23



This image represents a producer preparing a pile of chicken manure. The illustration can facilitate a conversation about how increasing organic matter in the soil can increase carbon sequestration, as suggested in the Fairtrade Standards.

**NOTE:** In this illustration, chickens are used to suggest that the manure pile is composed of chicken manure; however, producers are encouraged to keep domestic animals out of their gardens.

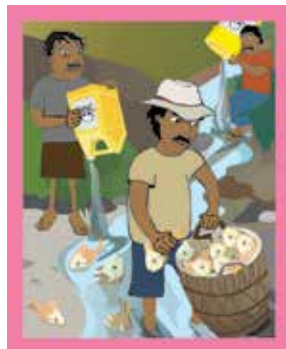
### YEAR 6 DEV

You **must report** on practices that you or the members of your organisation carry out to reduce energy and greenhouse gas (GHG) emissions and increase carbon sequestration.

### YEAR 3 DEV

You must raise awareness among your members about re-using organic waste through the implementation of practices that allow nutrients to be recycled. You and your members may only burn organic waste if it is required by applicable legislation for sanitary purposes, or it is clearly a more sustainable practice.

STORY  
24



This illustration shows a group of members pouring a dangerous chemical into the water to catch fish. The aim of this illustration is to bring attention to the importance of buffer zones around bodies of water, and the common activities that can compromise the health and safety of bodies of water that are essential for crop production and community use.

### YEAR 6 DEV

You and the members of your organisation **must maintain** buffer zones around bodies of water and watershed recharge areas, and between production and areas of high conservation value, either protected or not. Pesticides, other hazardous chemicals and fertilizers **must not be applied** in buffer zones.

# ACTIVITY GUIDELINE

**METHOD:** Group discussion, brainstorming, feedback, presentation

**MEDIA:** Fairtrade Environmental Standards Board Game, die, counters, Board Game Answer Sheet, Fairtrade Environmental Standards

**DURATION:** 120 mins

## PROCEEDING:

Ask participants to break into groups of no more than 6 people and then distribute one Environmental Standards Board Game per group.

With a counter, participants will move through the spaces with the aim to finish the game before the other participants.

To move through the board, participants will throw the die (with colours instead of numbers) and move his or her counter to the next space on the board of the corresponding colour. If the participant lands on a space with an illustration, s/he must identify if the action is positive or negative. If the action is positive, the player should move the counter one space forward, and if the action is negative, one space back.

Players will choose a captain for the game who will be in charge of the Answer Sheet, a booklet which indicates if actions are positive or negative. Participants will be given 40 minutes to play the game. When the game is over, the trainer will bring attention to every illustration in the game, making reference to the Environmental Checklist and facilitating discussion about environmental risks.

The trainer will distribute 2 sheets of butcher paper per group and ask participants to draft a map of their community. On the map, participants will identify the areas which they consider to be at risk of not complying with the Fairtrade Environmental Standards. Participants will use the completed Fairtrade Environmental Standards Checklist as reference to identify risk areas. To close the activity, complete the Environmental Checklist with the information gathered from the discussion.

## SUPPORT DOCUMENTS AND WORKSHEETS

- Environmental checklist
- Environmental training recordkeeping worksheet

