YOUTH OF THE WORLD

Global Youth Work

Activities for Global Citizenship

YOUTH WORLD

Global Youth Work

Each themed chapter contains background information, activities to introduce the topic and ideas for exploring further...

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Introduction

This book is designed by youth workers and global education experts to promote global youth work as a mainstream practice across Scotland. It can be incorporated into a wider youth programme by using selective activities or as a comprehensive programme.

A global approach to youth work

We live in a fast-changing and interdependent world and every day face a wide range of social, economic and environmental issues, connecting us to other parts of the world.

Education for Global Citizenship promotes global sustainable development and social justice. It is not just about far away problems, but addresses the local connections we have to global issues. It encourages people to reflect on their attitudes and values, supporting them to develop critical thinking skills. It does not teach specific content or points of view but aims to provide multiple perspectives within which individuals can explore their own sense of identity and place in the world.

Education for Global Citizenship does not provide answers but offers the potential of supporting young people in becoming conscious global citizens who question the world and are committed to their ideals. Likewise, exploring values, attitudes and developing critical thinking skills is integral to the core principles of youth work. Therefore embedding a more global approach to youth work can only add value to current practice by recognising that concerns young people already have about for example, crime, justice and education are as much linked to global issues as they are to local ones.

The challenge is to work together because in a world where inequality and oppression seems to be increasing, young people can feel powerless, excluded or alienated[1] (Adams, 2010).

Global youth work in Scotland

In post-Referendum Scotland and heading towards Scotland's Year of Young People in 2018, there is increasing recognition of the need to give young people every opportunity to contribute to their communities, wider society and beyond. Arguably, there has never been a more exciting time to work with young people in Scotland who have proven that they are capable of engaging in politics, that they recognise working together can be powerful and that their values are integral to their sense of identity and self-esteem.

"Global Youth Work… can still be seen as a curriculum area or campaigning issue which are certainly worthwhile pursuits... However the ambition of global youth work has been more subtle, more far reaching, more challenging and consequently more unobtainable. That is to encourage a change in the youth work sector and individual youth workers mindsets, i.e. there is a global dimension to every issue they seek to address and we are failing young people if we do not create learning opportunities which heighten awareness and create the space for agency in a creative and ethical manner."

Paul Adams, (February, 2010) A History of Global Youth Work (online). Go to – http://think-global.org.uk/resources/item/2063, 19

The youth work sector in Scotland is vibrant, professional and responsive to the needs of those in the local community and the young people themselves. As the National Youth Work Strategy 201-2019[2] states, it is vital that the work builds from where young people are, that young people choose to participate and that youth workers and young people are partners in the learning process.

As practitioners, we must therefore acknowledge that our world-view is bound by our culture and experience. As part of a learning partnership with young people the challenge for each youth worker before running any of the activities in the book is to take time to think about your own understanding of Global Citizenship.

Some help with terminology:

Global North – Generally, definitions of the Global North include North America, Western Europe and developed parts of East Asia.

Global South – The Global South is made up of Africa, Latin America, and developing Asia including the Middle East.

[1] Paul Adams, (2010) A History of Global Youth Work (online), Available http://think-global.org.uk/resources/item/2063

[2] Education Scotland (2014) Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy 2014-2019

Learning Outcomes (cross-cutting each activity)
SOC 3-11A, 3-19A, 3-20B, 3-17B, **LIT** 4-08A, 3-02A, **RME** 3-09B, **H&W** 13A (all levels), 09-A

RME (statement): *Learning (through RME) enables children and young people to make a positive difference to themselves and the world by putting their beliefs and values into action.*

The book

We look at six everyday commodities – water, tobacco, chocolate, textiles, mobile phones and food, as a starting point for exploring global interdependencies. The aim is to show how much we rely on the global trade in goods.

Global trade in a global marketplace means that goods are produced, bought and sold between countries. It therefore creates relationships between producers and consumers worldwide, many of which are grossly unequal and exploitative. The activities give young people the opportunity to be more informed about their lifestyle choices, through raising awareness of the reality of consumerism and how people and the environment are exploited on many levels, locally and globally.

All activities address key Global Citizenship themes as displayed in the matrix. The final chapter suggests ideas for encouraging young people to actively engage wider audiences in the issues they connect with.

The hope is that the book and simultaneous training programme for youth workers will add value to an already innovative and progressive youth work sector in Scotland. A book is however, just a book. Only through the creativity and motivation of professional youth workers will it contribute to empowering young people in Scotland to actively participate in changing and shaping the world.

How to use the book

The book is jointly written by a diverse group of people from across Europe, reflected in the contrasting style, terminology and layout of each chapter. The aim is to provide activities which are rooted in distinctive cultural perspectives, so they are intended to be adapted to fit the needs and profile of each unique group.

Scottish Government policies outline ambitions for better integrated services for young people across Scotland. Learning for Sustainability for example, recognises the role youth organisations play in working towards a more sustainable and equitable society. Community Learning and Development and the youth work sector also have a role to play in Curriculum for Excellence (CfE).

In recognition of this, the book supports the CfE programme and outlines key potential Experiences and Outcomes (Es and Os) cross-cutting every activity. However, the book does not concentrate on measureable and assessable outcomes. Instead practitioners are encouraged to try various evaluation tools in order to reflect upon the impact of activities.

All Activity Sheets and photos are available to download on-line at **www.scotdec.org.uk**. There is also a USB that accompanies this resource with activity sheets, photos and a PDF of the book. Activity Sheets are published using Microsoft Word on-line and on the USB so can be adapted and printed where necessary.

The project

Youth of the World is an EC funded project. Youth workers and global education experts in Scotland, Lithuania, Austria, Bulgaria, Cyprus, Estonia, and our associate in Ghana, came together to learn and work collaboratively. Go to **www.youthoftheworld.org**.

We recognise that the programme has limitations and welcome feedback and collaboration. Please go to **www.scotdec.org.uk** and get in touch[3].

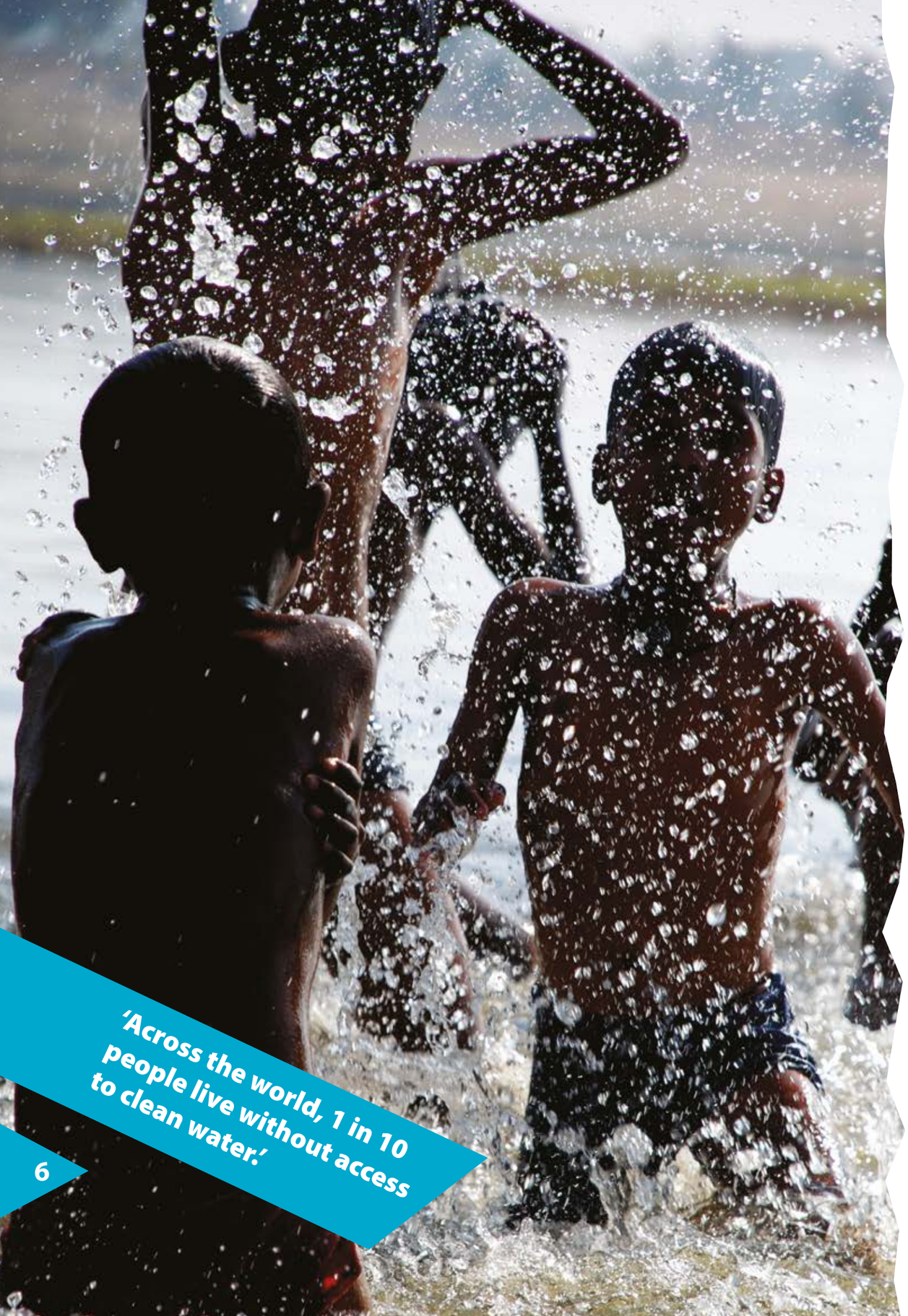
[3] Development Education Association (2004) Global Youth Work Training and Practice Manual (on-line) Available http://clients.squareeye.net/uploads/dea/documents/global_youth_work_manual.pdf

‘Today, we can’t imagine life without mobile phones.’

Matrix

	Theme / Activity	Sustainable Development	Rights	Inter-dependence	Health & Lifestyle	Peace & conflict	Equality & Social Justice
Water	Fair use of water	○	●	●	○	●	●
	The web of water	●	○	●	●	○	○
	Who owns water?	○	●	●	○	○	●
	Water audit	●	●	○	○	●	○
	Lifecycle of a plastic water bottle	○	○	●	○	○	○
Tobacco	Chain talking	○	○	○	●	○	○
	Moving debate	○	●	○	●	○	○
	Tobacco children	○	●	●	○	○	●
	Tobacco and health	○	●	○	●	○	●
	Chain of consequences	●	●	○	○	○	●
Chocolate	A chocolate quiz	○	○	●	○	○	○
	Who gets what?	○	●	○	○	○	●
	What do you know about chocolate?	○	●	●	○	○	●
	String connections	○	●	●	○	○	○
	Fairtrade chocolate game	●	●	●	○	○	●
Textiles	My style my responsibility	○	○	●	●	○	○
	Fashion barometer	○	○	●	●	○	○
	Global quiz	●	○	○	○	○	○
	Know your stuff	○	●	●	●	○	●
	Production line	○	●	○	○	○	●
Mobile phones	Pros & cons of mobile phones	○	○	○	●	○	○
	What is technology justice?	●	○	○	●	○	●
	Fair working conditions	●	●	●	○	○	○
	How do we tackle waste?	●	●	○	○	○	○
	Global mobile	○	○	●	●	○	●
Sustainable food	Debating food	○	○	○	●	○	○
	What do we want from our food?	●	○	○	●	○	○
	Where does your food come from?	●	○	●	●	○	○
	Weighing up eating meat	●	○	●	●	○	○
	Can you beat the system?	●	●	●	○	○	○

● *applicable* ○ *not applicable*



'Across the world, 1 in 10 people live without access to clean water.'

Water

Learning outcomes
SOC 3-16A, 4-08A, 3-17A

Background information

Clean water is a necessary commodity for survival and a fundamental human right, but we don't all have equal access to this essential resource. Across the world, 1 in 10 people live without access to clean water. The figure is significantly higher for those who have inadequate access to sanitation. This affects their lives in many ways including their access to education, health and ability to prosper. Here in Scotland, unlimited clean water is something we take for granted. The global inequalities around access to this fundamental resource are stark. Issues of power, politics, poverty and human rights are all central to an exploration of this topic.

Inequality

In the 2006 Human Development Report: *Beyond Scarcity: Power, Poverty and the Global Water Crisis*, the UNDP state that there is a sufficient global supply of water to meet the needs of the people on the planet. However, it is the unequal distribution of water 'between and within' countries which creates a scarcity of this commodity. Poverty, inequality and unequal power relations mean that it is the most vulnerable members of society who suffer the most from a lack of water and inadequate sanitation.

Rights

In 2010 the UN strengthened their position on rights and water stating that: "The right to safe and clean drinking water and sanitation is a human right that is essential for the full enjoyment of life and all human rights." With 900 million currently without access to safe drinking water and 2.6 billion without acceptable sanitation this is a fundamental human right denied to many.

Is it acceptable that this situation exists? Who has the power or responsibility to solve these issues?

Health and sanitation

Health and Wellbeing is a key curriculum area and one which can be enriched by taking a global learning approach. Poor hygiene practices anywhere can lead to illness, but for those denied access to clean water and sanitation it also can mean loss of life, with children most often falling victim to diseases linked to poor sanitation.

Climate Change

Climate Change is intrinsically linked to water supply. Increasing global temperatures can lead to rising sea levels – coastal flooding makes coastal and island communities vulnerable to losing their homes and agricultural land.

Another consequence of climate change is erratic rainfall, which can have devastating consequences in some places. Increased drought and unreliable rainfall causes crop failure and livestock losses. Other areas may receive more rainfall than normal or have flash floods, which can damage crops, homes and workplaces.

Climate change is an issue which connects us all globally. Those living in the North are currently responsible for 50% of the world's CO_2 emissions – despite only making up 15% of the world's population. In simple terms, reducing our CO_2 emissions could help to slow climate change and reduce its impacts on those most at risk from changes in rainfall, droughts and flooding.

Why it is that the water supply for people in the South is most affected by climate change, but they are least responsible for carbon emissions?

Consumerism

The food we eat, the clothes we wear and the technology we use all have a 'water footprint'. For example it takes 70 litres of water to produce 1 apple and a huge 4,100 litres to produce a cotton t-shirt. The water footprint refers to the volumes of water behind your daily consumption. So while it is relatively easy to reduce your 'direct' water footprint in the home, it is harder to reduce your 'indirect' footprint; the water used to produce all the goods you buy and use every day.

What can you do?

Water is a topic that provides many global connections, from our shared human needs and rights to our interdependence through issues such as climate change and consumption patterns. The challenge is to think about how we as consumers, can make changes to help tackle climate change.

How can we individually reduce our 'water footprint'?

Introducing the topic

Activity 1: Fair use of water

Overview
Participants will reflect on their attitudes and views on water consumption.

Aims
To encourage group discussion, debate and co-operation.
To explore the group's attitudes and views on water usage worldwide.
To understand that access to clean water is a right for all.

Time – 15 minutes

What you need
Activity Sheet 1 – Fair Use of Water

What to do

Ask the group how they have used water today? Where has their water come from? How much water do they think they have used? Is it the same for everyone around the world?

Explain that we are going to think about our attitudes to water use. Divide into small groups of about 4/5 and give each one a set of water statement cards from **Activity Sheet 1**. Ask each group to discuss each statement and then sort the statements under 3 headings: agree, disagree and not sure. Explain that there are no 'right' answers but they should try and explain their viewpoint.

from Activity Sheet 1

Fair Use of Water

1. We have plenty of water in Scotland so there is no need for us to use less water.
2. Some countries will never have enough water.
3. We can't help countries where their people don't have clean water.
4. People in Scotland waste water.
5. Lots of water is needed to manufacture goods and food.
6. Farmers need to have water to grow good crops.
7. We need clean water to be healthy.
8. The amount of water there is to drink depends on how much rain falls.
9. Families need water for many different domestic jobs.
10. People should be able to use as much water as they want.

Ask the groups to share their responses. Discussion can be focussed on the statements where there is least consensus or are in the 'not sure' category.

Debrief and reflection

Did the participants mostly agree with their decisions of where to put the statements?

Which statements caused most debate? Why?

Is there much variation in the group?

Is water a need, a want or a luxury?

Do we all have the same access to clean water around the world?

Reproduced from Failte Malawi, www.scotdec.org

Activity 2: The web of water

Overview
Participants find out about the water cycle and consider the impact of human activity on water and the consequences of this.

Aims
To explore the water cycle.
To find out how water can become polluted.
To raise awareness about the implications of human activity on water.
To reflect on how we can protect our water.

Time – 45 minutes

What you need
Activity Sheet 2 – Water Cycle Cards
(prepare enough labels for each participant)
A ball of thin string or strong wool
A pair of scissors

What to do

Ask people to stand in a circle. Explain that they are to build a model web of water. Give each participant a label. (The water cycle labels are numbered in the correct order).

You start. Hold the ball of string in your hand and read out the first statement related to the water cycle – 'A drop of water falls from the sky'. Hold onto the end of the string and throw the ball to the participant representing the next stage of the water cycle. The participant reads out their role in the water in the cycle. They then hold onto the string and throw the ball to the next part of the water cycle.

Once you have completed label 7 you should return to 1 again, thus demonstrating the cycle of water. Continue the game, so the ball of string passes back and forth across the circle until you have created a criss-cross mesh that represents the "web of water".

Ask the group if they can think of any activities which might harm or pollute this web of water? Elicit some examples and cut the string each time someone provides an example. Continue cutting until the group runs out of ideas.

Alternatively some of the participants can be given Pollution cards. They can read these out and cut the string.

Debrief and reflection

Start with asking how people feel seeing the web destroyed. Then go on to talk about the issues involved and what needs to be done to keep the water safe and clean in all the stages of its cycle:

What did you learn about the water cycle today?

How did you feel when you saw the web gradually being destroyed?

Whose responsibility is it to protect water sources?

How do you feel about water after this activity?

Taking it further

You can follow up the activity by watching a movie or a documentary depicting the cycle of water and human impact on it, for example, *Blue Gold – World's Water Wars* (2008). The movie session can be followed by deeper discussions about ensuring access to clean water for all.

Exploring the issues

Activity 1: Who owns water?

Overview
In this activity participants experience the inequalities related to access to fresh water and sanitation facilities around the world.

Aims
To raise awareness about the inequality of access to water and sanitation facilities across the globe. To foster an understanding of possible consequences of belonging to different social groups.

Time – 60 min

What you need

Activity Sheet 3 – Role Cards

Space for participants to form a line and take steps forward or back.

What to do

Hand out the role cards, one to each participant. Tell them to keep the card to themselves and not to show it to anyone else. Invite them to sit down, read their role card and start thinking about what their life might be like. To help, read out some of the following questions, pausing after each one to give participants time to reflect and build up a picture of themselves and their lives:

What was your childhood like? What sort of house did you live in? What kind of facilities did you have?

What is your everyday life like now? What does your usual day look like?

What sort of lifestyle do you have? Where do you live?

How much money do you earn each month?

What excites you and what are you afraid of?

Ask people to remain absolutely silent and form a line with space for them to step forward. Tell them that you are going to read out a list of situations or events.

(*See list below.*) Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions in relation to each other. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debrief and reflection

Start by asking participants about what happened and how they feel about the activity. Ask questions about the issues raised and what they learnt.

How did you feel stepping forward – or not?

For those who stepped forward often, at what point did you start noticing that others were not moving as fast as you were?

Did you feel that there were moments when your basic right to water was being ignored?

Can you guess each other's roles? (Let people reveal their roles during this part of the discussion.)

How easy or difficult was it to play the different roles?

How did you imagine what the person you were playing was like?

Does the activity mirror the realities around the world? How?

What water related inequalities did you notice from this activity?

What first steps could be taken to address the inequalities in the world?

It is important to explore how participants connected to the role they had to play. Ask the participants if the character they were performing came from their personal experience or other sources of information (news, books and jokes, etc.) Ask participants if they are sure the information and the images they have of the characters are reliable. Discuss how stereotypes and prejudices form.

Taking it further

You can follow up the activity with a discussion on how the issues related to water are relevant to local, national and global contexts; reasons and consequences of the lack of access to fresh water sources and possible actions to address the inequalities around the world.

Situations and events

You live in an area that has access to clean water sources (clean rivers, lakes, etc).

You have sanitation (toilet and shower/ bath) facilities at home.

You have water facilities in the kitchen at home.

You can use the shower (or bath) at home every day.

You can drink as much water as you want at home.

You can use as much water for cooking, as you need at home.

You wash the dishes in a dishwasher at home.

You wash your clothes in the washing machine.

You feel safe while drinking water from the tap.

You feel safe while using sanitation facilities accessible to you.

You usually spend your holidays in an area, where you can swim in the sea, river or lake without fear of getting sick.

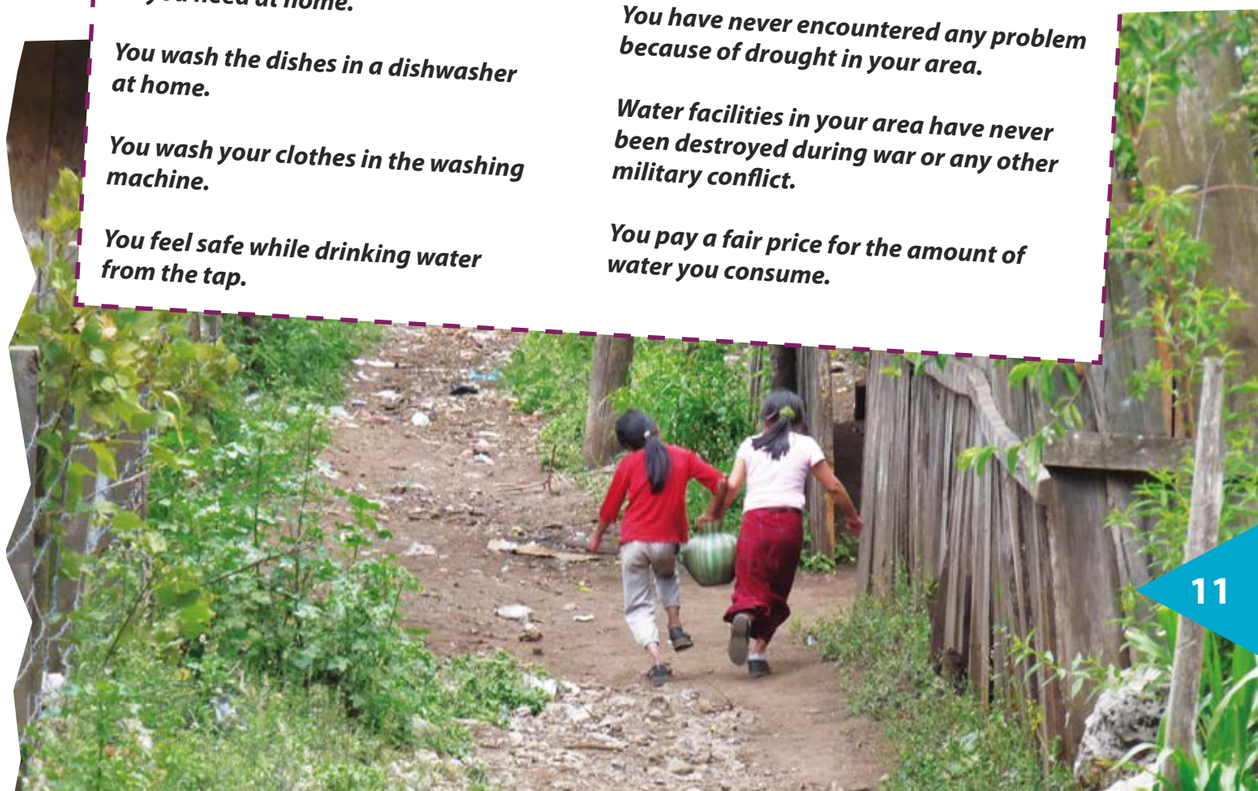
You have never encountered any problems because of floods in your area.

You have never encountered any problem because of a tsunami in your area.

You have never encountered any problem because of drought in your area.

Water facilities in your area have never been destroyed during war or any other military conflict.

You pay a fair price for the amount of water you consume.



Activity 2: Water audit

Overview
In this activity participants will investigate their personal habits of water consumption and ways to reduce their usage.

Aims
To investigate the amounts of water used by the participants in their daily life.
To reflect on the value of water and the ways of reducing its use.
To consider how you would prioritise water usage if it was restricted.

Time – 90 minutes

What you need
Activity Sheet 4 – Water Audit
Activity Sheet 5 – Water Consumption Guide

What to do

Part 1
Brainstorm common activities you do every day that require water.

Explain that everyone is going to carry out a water audit looking at their personal water use over a day. The Water Audit, Activity Sheet 4, will help them with this.

They can either fill them out now or complete them over an actual day.

Next they need to use **Activity Sheet 5**, the Water Consumption Guide, to calculate their daily consumption of water. They can then complete the rest of the Water Audit Activity sheet.

'Here in Scotland, unlimited clean water is something we take for granted.'

Part 2
Organise the participants into small groups of 3-4 participants. Ask each group to compare their individual results of the Water Audit.

What daily activities require most of the water?
When is water used to fulfil basic needs?
Which activities that require water are less important?

Part 3
In the UK we consume an average 104 litres of water per person per day. In many countries it is considerably less. In rural Malawi the average usage is 15 litres.

Ask participants to work in small groups or pairs to decide how they would use their 15 litres of water. Remind them that they have no electric appliances and no flushing toilet. They must decide which activities are most important.

Which are the most important or essential uses of water?

Which activities could you still do but with less water?

Could you use some water for more than one activity?

WATER CONSUMPTION GUIDE

You can use the guide below to work out about how much water you use on a daily basis. Remember to include water your family uses too!

Activity	*How much water?*
Taking a shower	~7 litres/minute ~12 litres/minute for a power shower
Taking a bath	~80 litres/bath
Flushing a toilet	~6 litres/flush for newer[1] toilets ~8 litres/flush for older* toilets
Running a tap	~6 litres/minute on full
Washing up	~10 litres/bowl
Using a dishwasher	~15 litres/use for newer* dishwashers ~25 litres/use for older* dishwashers
Using a washing machine	~50 litres/use for newer* machines ~100 litres/use for older* machines (half a load uses half the water)
Using a hosepipe	~8 litres/minute
Drinking a glass of water	~0.25 litres for a small glass ~0.5 litres for a large glass
Using a bucket of water	~5 litres

Debrief and reflection

Start by asking how participants feel about their individual results of the Water Audit then reflect on how they managed with the 15 litres.

Did anything surprise you about your individual results of the Water Audit?

Were there any major differences in the water consumption of your group members for a certain activity? If so which ones?

How difficult was it to manage on 15 litres of water? Were there some activities you were unable to do? Can you agree on which activities are essential and which are a 'luxury'?

Many people in Malawi have to carefully plan and prioritise their daily use of water. Cooking and drinking have to be the most important tasks for water usage. A lack of water can mean a risk to health as there is less water for personal washing, clothes washing, drainage and sanitation.

Taking it further

This activity highlights how people in Malawi are forced to conserve and think carefully about their water usage. Ask participants to think about ways of saving water in their school or at home and carry out an investigation into how to conserve water. This could lead to an awareness campaign within their youth group.

Activity 3: Fetching water

Overview
A simulation game to allow participants to experience some of the issues that people face in rural Southern Africa if they don't have access to a nearby source of clean water and then reflect on the causes and consequences of this.

Aims
To understand some of the issues people face in Southern Africa in accessing clean water.
To reflect on some of the effects this can have on people's lives.

What you need
Water photos 1-4
4 large plastic buckets
A blue sheet – to represent a river
Plastic containers or cups – enough for each participant
Access to water

You will need a large space to run this activity. You need to create 4 stations with space so the group can 'travel' between them. Station 1: empty bucket representing a bore hole, Station 2: a bucket of dirty water, Station 3: a river (blue sheet) with crocodiles and station 4: a clean bucket of water.

Activity Sheet 6 - Game Script
Activity Sheet 7 – Issues Tree diagram

What to do

Show the group water photos 1-4 from Malawi. Discuss the images. Encourage participants to understand that while some people in rural Malawi (and other parts of Southern Africa) may have to walk distances and carry water this is not true for everyone, particularly those living in urban areas.

Participants are going to imagine they live in a rural village in Malawi. They need to collect water for themselves and their family. They all need to fill their cups / containers with clean water which will be brought back to the village. Encourage the group to get into role and lead them through the simulation exercise. At each station pause to reflect on how they feel and to explore the water source.

At the end of the exercise invite participants to lift the bucket full of water. Can they imagine carrying that for half an hour every day to fetch water?

'Climate change is intrinsically linked to water supply.'

Debrief and reflection

Use the following questions to explore some of the issues raised throughout the game.

How did you feel about the activity?

How would you feel if they had to do this every day?

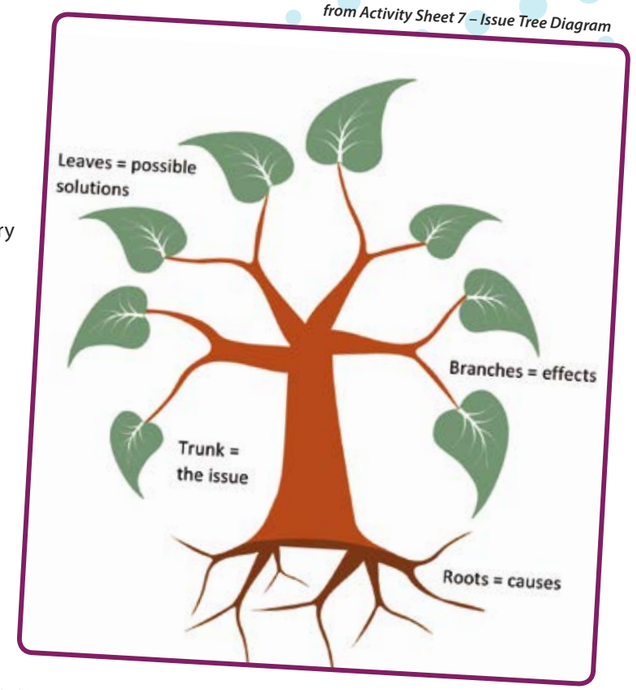
Would it affect the way you used water?

It is often women and girls who fetch and carry the water. **What effect might this have on their lives?** (Interrupted education / health problems / reduced ability to earn money)

In this game the river had dried up.
Why do you think drought is an increasing problem?

Is there any connection with our lifestyle? (Carbon emissions affect the climate globally; tourism and cash crops such as cotton can divert water from local communities to industry).

from Activity Sheet 7 – Issue Tree Diagram



Taking it further

Participants can create an issues tree. See **Activity Sheet 7 – Issues Tree diagram**. Working in small groups they should discuss the causes of a lack of clean water and write them down in the tree's roots. On the branches they should write the effects that a lack of clean water has on people and the environment. They can then add fruit onto which they write possible solutions. The trees can be displayed and ideas shared.

For a more detailed water simulation game Life without Taps visit **www.bridgesglobal.org.uk**

'Issues of power, politics, poverty and human rights are all central to an exploration of this topic.'

'Growing, processing, transforming, transporting, advertising and selling tobacco is big business.'

Tobacco

Learning outcomes
SOC 3-08A, 3-17A, 3-11A

Background information

Smoking tobacco is a common activity across cultures and continents. Young people are often a target group for campaigns explaining the health implications of smoking. But the impact of smoking on health is not the only issue globally.

Every time someone lights a cigarette, think about all the processes leading to that moment. Why did they start smoking? Where was the tobacco grown? How? By whom? How did it reach them?

Growing, processing, transforming, transporting, advertising and selling tobacco is big business. It involves a number of stakeholders – from farm workers to huge transnational corporations and from smokers to passive smokers.

Tobacco and the environment

In many tobacco-growing countries, there is evidence of environmental damage from tobacco agriculture. Forests are cleared to provide farmland for growing tobacco and firewood to cure tobacco plants. In Southern Africa alone, an estimated 140,000 hectares of woodlands disappear annually into the fires necessary to cure tobacco, accounting for approximately 12% of deforestation in the region.

Furthermore, tobacco production generates a lot of waste – parts of it, toxic. A toxic cocktail of agricultural pesticides and herbicides used on tobacco farms runs off into streams, rivers and lakes. The intensive nature of tobacco farming quickly leads to soil becoming depleted of its naturally occurring minerals.

Tobacco and worker's rights

Tobacco growing is labour intensive and requires 33 million workers globally at the early stages of the processing of tobacco and a total of 100 million workers in all stages of the production. Apart from being exhausting work, cultivating tobacco presents health issues for the workers. Many are afflicted with "green tobacco sickness", which is caused by overexposure to the highly toxic nicotine in tobacco leaves, which is absorbed into their bodies.

In many countries, labour laws do not provide sufficient protection or safe working conditions, fair wages or economic security for the workers. The greatest percentage of the profit from tobacco production goes to large tobacco companies rather than local tobacco farmers.

Tobacco and children

Tobacco production is an industry where child labour is rife. It is difficult to know the exact number of children working in the tobacco industry but frequently children are forced by economic necessity to work with their families in the tobacco fields, risking their health, safety, and future. Poverty and lack of education keep children at work on tobacco plantations.

Children are also tobacco users. Research shows that young people start smoking at increasingly young ages. Children are also subjected to passive smoking, often within their own home environment.

Sustainability

When resources are put into tobacco production, they are taken away from food production. The land used for growing tobacco could be used for growing plants with more added value, such as food crops.

Many countries have government subsidies for tobacco farming. Major tobacco companies have encouraged global tobacco production. This encouragement, along with government subsidies has led to a glut in the tobacco market. This surplus has resulted in lower prices, which are devastating to small-scale tobacco farmers.

Exporting smoking

The percentage of smokers is dropping in the North, but it is rising in the South as multinational tobacco companies are expanding into these areas. Lobbying, poor legislation, legislative interference, advertising and low prices are some of the methods used by corporations to encourage smoking around the globe; and they seem to succeed.

Introducing the topic

Activity 1: Chain-talking

Overview
This exercise allows the participants to get to know each other by discussing different topics, including tobacco.

Aims
To explore links between tobacco and everyday life.
To introduce some of the key issues.

Time – 45 minutes

What you need
Activity Sheet 1 – Tobacco Topics

What to do

Put the participants into groups of four. Explain that this activity will allow them to find out more about each other and some of the global issues connected to smoking.

Ask the groups to discuss the first topic on the list. After two minutes ask one person from each group to join another group and ask the participants to continue their discussion.

Ask the group to discuss the next topic from the list for 2 minutes. Then every 2 minutes ask the groups to either swap 1 participant or start discussing a new topic from the list. Close the activity when all topics are discussed.

If the group is not big enough to divide into groups of 4, you can organise the activity in pairs, using the "speed-dating" method.

Debrief and reflection

Discuss the following points with the group:

Did you like the activity and how do you feel?

Did you find out anything interesting about other participants?

What was the most interesting story/ idea/fact that was shared?

Did you find any connection between the questions? What?

All the questions can be connected to tobacco. Can you find out how?

Remind them of some of the topics and ask the participants how they relate to smoking / tobacco.

Activity 2: Moving debate

Overview
Introduces a variety of issues related to tobacco and its production.

Aims
To explore some of the global connections between tobacco users and producers.
To introduce some of the issues related to tobacco and its production.

Time – 45 minutes

What you need
'I agree' and 'I disagree' signs printed
List of statements (*see right*)
Enough space for participants to comfortably stand in a line.

What to do

Part 1
Place the 'I agree' and 'I disagree' signs on opposite walls in the room, allowing sufficient space in between for participants to stand and move around freely. Explain that you are going to read out a statement (see below) and each participant must decide if they agree or disagree with it. If they strongly agree with what was read out, they should position themselves close to the 'I agree' sign. If they strongly disagree, they should position themselves close to the 'I disagree' sign. Depending on how strongly they feel they should find a space on the imaginary line that connects the 'agree' and 'disagree' statements. If they cannot decide or simply do not know, they are asked to stand in the middle. (You can start the exercise with a simple sentence like 'summer is more fun than winter'.)

Part 2
Once participants have positioned themselves, ask for a volunteer to share with the rest of the group why they chose their particular position. Next ask a volunteer from the other side of the imaginary line. Ask the participants to respond to each other. Can they convince someone to change their position?

Go through each of the statements following the same procedure.

Debrief and reflection

There are many perspectives to every topic, and there might not be one correct answer or opinion. It is important though to hear all the different thoughts and arguments, as they may help us see the same issue from another angle.

Statements

Smoking is a social activity.

I have never thought about who makes the cigarettes that are sold all over Scotland.

It is more dangerous to smoke a cigarette than to work in the tobacco plantations.

Tobacco farmers are very lucky to be part of such a good global trade network.

It is okay for children to work on tobacco plantations for free to help their parents.

The workers involved in the production of cigarettes should have good wages, even if it means that cigarettes become more expensive.

Exploring the issues

Activity 1: Tobacco children

Overview
This activity examines the conflict between the contribution a child's work can make to their family's living standards and a child's human rights.

Aims
To explore some of the reasons for child labour in the tobacco industry.
To reflect on connections between child labour and our responsibility as consumers.

Time – 1 hour

What you need
Activity Sheet 2 - Case Studies

What to do

Part 1
Brainstorm with participants all the jobs or chores they do. Group them by work inside and outside the home, and paid and unpaid work. Ask them to reflect on how much time they spend on this a week and if it impacts on their education.

Part 2
Explain to the participants that child labour is a common occurrence in the tobacco industry, particularly in the farming and harvesting of the plant. Working in small groups, participants should look at a case study from **Activity Sheet 2**, discuss it and think about the question.

Next, come back together as a big group and a representative from each group should explain why the person in the case study had to work. Answer any questions from the other participants about how the group felt regarding the case study.

What opportunities did the children in the stories have? How are their rights affected? Can you identify rights which are being met and rights which are not being met?

Debrief and reflection

Child labour is a widespread and complex problem. The children in these case studies are helping their families to provide basic needs and their survival is more important than school. However, many of their basic rights are not being met and not having an education impacts hugely on future life chances and opportunities.

There is not always an easy solution to child labour. Even when a government formally agrees to protect children's rights it can be a challenge to turn a formal commitment into practice.

You might be unwittingly buying products which have been made using child labour. It is not just in the tobacco industry, but also in the production of clothes, trainers and even chocolate.

'Child labour is a widespread and complex problem.'

Activity 2: Tobacco and health

Overview
This activity looks at the health risks of both tobacco users and tobacco producers.

Aims
To find out about the health risks associated with growing and harvesting tobacco.
To re-visit the health risks associated with smoking cigarettes.
To reflect on the health and wellbeing of both tobacco producers and users.

Time – 45 minutes

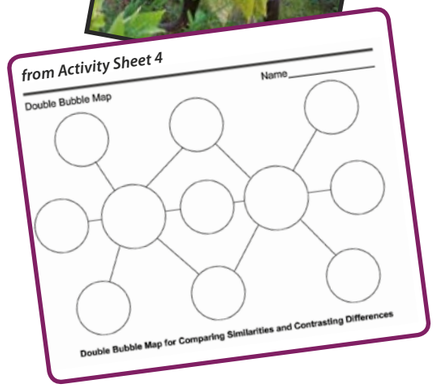
What you need
Tobacco photos 1 and 2
Activity Sheet 3 - Health Information Cards
Activity Sheet 4 - Double Bubble Template

What to do

Show the participants the tobacco photos 1 and 2 – one shows a child in Malawi working on a tobacco estate, the other shows a teenager in the UK smoking a cigarette. Ask them to work in pairs or small groups to think about the health risks for the two children. Encourage them to think about long-term and short-term risks. If they are struggling to come up with ideas then you can give them **Activity Sheet 3**.

Using **Activity Sheet 4** they can now create a 'double bubble' map of their ideas. The big bubbles should be labelled with 'tobacco producer' and 'tobacco user'. They should add the health risks to the surrounding bubbles, if there are any health risks which are the same for both these can be place in the bubbles which connect to both children.

Hold a plenary discussion to share the mind maps and to reflect on the similarities and differences between the 2 groups. Ask the group to now think about available and possible solutions to prevent the health risks.



Debrief and reflection

Did the group know about the risks of working on tobacco farms? How do they feel now about smoking? Do they think this information will influence their choice to start or quit smoking?

There are many health risks associated both with cultivating tobacco and smoking. Without access to protective clothing, often the case in Malawi for example, workers absorb large quantities of nicotine through their skin. This can be the same as smoking up to 50 cigarettes a day. This can lead to nicotine poisoning or Green Tobacco Sickness. Children are particularly vulnerable to this due to their size and reduced nicotine tolerance.

The health risks of smoking have been well documented, some risks are connected to the many chemical additives rather than the tobacco itself.

Activity 3: Chain of consequences: the environmental impact of tobacco farming

Overview
This activity highlights the interconnectedness of tobacco production, environmental damage and health risks.

Aims
To find out about the impact of the tobacco industry on the environment.
To explore the interconnectedness of tobacco production, environmental damage and health risks.
To reflect on the ways environmental degradation affects health.

Time – 40 minutes

What you need
Activity Sheet 5 – Chain of Consequences

What to do

Arrange participants into small groups and give them each a set of the Consequence cards from **Activity Sheet 5**. Explain that they are going to use the cards to explore the ways tobacco farming can damage the environment and people's health. They must read the cards and try to place them so they form a chain of consequences. There could be more than one consequence of a particular issue. They might need to add some cards to complete the chains and can use the blank cards for this. The goal is for each group to produce a rich map of interconnected issues linking tobacco production to environmental and health risks.

Ask groups to share their chains and hold a plenary discussion using the points below.

'...the impact of smoking on health is not the only issue globally.'

Debrief and reflection

Which issues are environmental?

Which are health risks?

How do these concern us?

How is out health linked to the environment?

Toxic waste in rivers and groundwater has a more immediate effect on people's lives than deforestation; however deforestation can lead to flooding, degradation of farm land and contributes to climate change.

Can the groups identify any possible entry points for solutions? What could change? Where? How? Who needs to be responsible for the change?

A key strategy in supporting farmers whose livelihoods are dependent on tobacco production is to help them diversify and find alternative crops to grow.

from Activity Sheet 5

Environmental impact of tobacco farming
Chain of Consequences: Cards

Villagers bath in the river

Children pick through the remnants of the landfill sites, selling the waste as fertiliser or for use in black market cigarettes sold in Zimbabwe

Toxic tobacco waste is dumped in open landfill sites

Rivers run yellow and green from industrial outflow

It takes up to an acre of forest to dry/cure an acre of tobacco

Tobacco Production

Nicotine residue from tobacco dust gets into children's ears, noses, covers their skin

Toxic waste gets from the fields into the ground water

Villagers lack access to clean water supplies

'Our chocolate originates from cocoa beans, which come from cocoa pods that grow on cocoa trees.'

Chocolate

Learning outcomes
SOC 4-11A, 3-20A, 4-09A. LIT 3-09A, 3-15A, 3-16A

Background information

Chocolate is eaten in huge quantities, with each person in the UK eating on average 200 bars every year. But before taking a bite, unwrap a bar of chocolate and discover a complexity of issues within the chocolate industry that have a direct impact across the globe on people in the production process.

The global supply chain

Our chocolate originates from cocoa beans, which come from cocoa pods that grow on cocoa trees. Cocoa growing is labour intensive, manual work. Farmers sell sacks of cocoa beans to intermediaries who resell them to exporters. Unprocessed cocoa is then transported to chocolate producing countries for roasting, crushing and grinding.

The majority of cocoa consumption occurs in the North with Europeans and Americans eating an average of 5.2 kg of chocolate per year. However, it is primarily grown in the South and is the main source of income for 5.5 million smallholder farmers, providing a livelihood for 14 million rural workers and their families. 70% of the world cocoa beans come from 4 West African countries: Ivory Coast, Ghana, Nigeria and Cameroon.

Unfair trade

Money made by cocoa producers in the South accounts for only a very small proportion of the cost of an average chocolate bar. The price of cocoa beans has fallen rapidly since the 1980s resulting in reduced income for cocoa farmers. Bad working conditions and very low pay are a consequence of this situation, since farmers cannot afford to pay proper wages. Many children are also employed on the cocoa farms, as their wages are even lower and easier to afford for farmers. This can, in the worst case, even result in child trafficking. Currently, up to 2 million children are working on cocoa plantations in West Africa, most of them involved in hazardous child labour which seriously harms their physical and mental health and strips them of their right to education.

There are only a few big players in the highly competitive cocoa market. While they are fighting for an ever higher market share and higher profits, cocoa farmers bear the cost by receiving an ever decreasing share of the revenue. Two thirds of chocolate production is controlled by only 7 companies.

Fair trade

For many in the South, conventional 'free' trade creates inequality and injustice. Fair trade is an alternative approach to conventional world trade. It is a partnership between producers and consumers, based on mutual benefit and respect. Fair trade ensures producers in the South receive a fair price for the work they do and gain better access to markets in the North. It aims to tackle the long term problems of the South through sustainable development for excluded and disadvantaged producers.

What can you do?

In the South there are already thousands of farmers who have joined the ethical certification systems guaranteeing them many social, economic and environmental benefits. There are three major bodies that set standards according to which the companies, farmers and traders can become certified: Fairtrade International, Rainforest Alliance and UTZ Certified.

Do you choose to buy fair trade products? How can we use our consumer power to make a difference?

Chocolate

Introducing the topic

Activity 1: A chocolate quiz

Overview
The Chocolate Quiz is an easy way to introduce themes like chocolate consumption, cocoa production and the issues behind the chocolate industry.

Aims
To increase critical awareness of who makes chocolate and where it comes from.
To introduce trade interdependencies between countries in the South and the North.

Time – 30 minutes

What you need
Paper
Pencils
Large world map / internet access
Activity Sheet 1 – Chocolate Quiz

What to do

Read out the questions from **Activity Sheet 1**. Depending on their level and resources available, participants can research answers online, choose from multiple choice answers or simply guess.

Discuss answers with the group.

Let participants see on the world map where the majority of cocoa is produced and where the majority of chocolate is consumed.

Participating groups could get small prizes, preferably Fairtrade chocolate.

Debrief and reflection

Ask the participants if they liked the exercise.

How was the quiz?

Which were the hardest or the easiest questions and why?

Did you learn anything new? What?

Anything surprising?

Taking it further

If you have internet access then it might be a good opportunity to critically analyse different resources available on the web and look at the general image of chocolate on the internet. What are the images you see?

Activity 2: Who gets what? A sharing game

Overview
This activity explores how 4 key groups are involved in the production of a chocolate bar: cocoa farmers, intermediaries, cocoa and chocolate companies and retailers.

Aims
To increase understanding of global social and economic inequalities in chocolate production.
To reflect upon unfair life chances as a consequence of where people are born.

Time – 15 minutes

What you need
Playing cards
Blutac
Enough chairs to sit on
A big chocolate bar or a chocolate cake, preferably Fairtrade

What to do

Hide the chocolate bar / cake and ask participants to wait outside the room. Roughly divide the chocolate bar or cake unequally into 4 groups according to the value chain of chocolate production: chocolate and cocoa companies (Hearts) 70%, retailers (Spades) 17%, intermediaries (Clubs) 7% and cocoa farmers (Diamonds) 6%.

Before participants come into the room, stick a playing card out of view under each chair. Make sure there are an equal number of Hearts, Clubs, Spades and Diamonds.

When participants have sat down ask if anyone would like some chocolate / cake. Ask them to look at their card.

Ask all the Hearts to come and get some cake. Give them 70% of the bar / cake to share amongst them. Then ask the Spades to step forward and give them 17%. Give the Clubs 7% and the Diamonds the last 6%.

Ask the participants if that was fair? Why do they think the chocolate bar / cake was divided this way? Discuss a bit before revealing that the division was based on the share of the value chain of chocolate production.

You can use the pictures on **Activity Sheet 2** to illustrate the exercise.

Debrief and Reflection

Ask the group to sit down in a circle. Ask them if they liked the exercise.

How did you feel? What happened?

What was the exercise about?

Who decided where you sat and which card you got?

How did you feel after the information about the values chain of chocolate production was shared?

Was this a fair division of the revenue? Why?

What did you learn?

Emphasise that it was down to chance that they sat on a specific chair with a specific playing card underneath. Some things in life we have control over, but some we don't. Ask them for examples. Emphasise that we can't choose where we are born.

Exploring the issues

Activity 1: What do you know about chocolate?

Overview
This exercise illustrates the production and supply chain of chocolate and explores the economic and social benefits of fair trade partnerships.

Aims
To understand trade interdependencies between the South and the North in chocolate production.
To explore the concept of ethical consumption by looking into the details of a Fairtrade chocolate bar.
To gain a deeper understanding of the benefits of the Fairtrade system for producers.

Time – 45 minutes

What you need
Photos 1-11 (*see facing page*).
1 x set of photos per group.
Activity Sheet 2 – Chocolate Producion Process
Activity Sheet 3 – The Fairtrade logo
Activity Sheet 4 – Fairtrade Statement Cards
Cut up cards
Labels saying 'Fairtrade means…' and 'Fairtrade doesn't mean…'
2 x hula hoops (or an alternative)

What to do

Part 1
Divide into smaller groups and hand each group a set of photos (**Photos 1-11**). Ask groups to organise the pictures into the correct order. All groups should then try and explain what is happening in the pictures.

Using **Activity Sheet 2** explain in more detail what is happening in the pictures and the different stages of chocolate production.

Open up the discussion about the chocolate industry. What are the critical issues connected to the chocolate industry? You can bring in different topics like working conditions, supply chain, fair trade, etc.

Emphasise that when we buy a chocolate bar, cocoa producers only receive a very small amount of that money. The price of cocoa beans has fallen rapidly since the 1980s resulting in a reduced income for cocoa farmers. Fair trade ensures producers in the South receive a fair price for the work they do and gain better access to markets in the North.

Part 2
This part explores what we mean by a Fairtrade product.

Sit in a circle. Show participants the Fairtrade logo on **Activity Sheet 3** and ask them if they know what Fairtrade means. Responses may include fair price, a premium, quality product. Also remind participants that products without the Fairtrade logo might not ensure all of those things, which is why we are learning about Fairtrade; so we can make an informed decision about what we buy and understand how our choices affect other people.

Hand out the statement cards from **Activity Sheet 4** so participants have one each, or one between two. Place 2 hoops in the centre of the circle and ask participants to read aloud their statement and place it in one of the hoops, either 'Fairtrade means…' or 'Fairtrade does not mean…'. For example if a participant has "Men and women are treated equally" they should place it in the 'Fairtrade means…' hoop or "The environment is not cared for or looked after" should be placed in the 'Fairtrade does not mean…' hoop.

Once all of the statements are sorted out, focus on the hoop that contains the 'Fairtrade does not mean…' statements. How do participants feel about all of these statements?

'Chocolate is eaten in huge quantities, with each person in the UK eating on average 200 bars every year.'

Debrief and Reflection

Ask the group to sit down in a circle.

How did you find the exercise?

How was the process? How did you manage to organise the pictures?

Based on what information or knowledge did you make your decisions?

What did you learn about Fairtrade products?

What has it got to do with you? (Buy Fairtrade!).

Emphasise that Fairtrade products aim to restore fairness and equality to an unfair global trade system that currently perpetuates global inequalities and traps people in a cycle of poverty.

Taking it further

If the group are interested, find out if the Fairtrade Foundation has any farmers from Fairtrade community groups visiting Scotland. An opportunity to hear first-hand how buying Fairtrade products in Scotland can bring positive changes to cocoa producing communities in the South.

What is Fairtrade?

Fairtrade aims to change the way that conventional international trade works, building fairer trading relationships between consumers and companies in the developed world and commodity producers in developing countries.

What does Fairtrade mean for cocoa farmers?

Cocoa farmers' organisations get a guaranteed minimum price for their cocoa beans, which covers at least their cost of production and gives them the security to plan for the future. Without Fairtrade, farmers organisations sell into the conventional market, where the price of cocoa fluctuates and can fall below the cost of production.

An extra 'Fairtrade Premium' is also paid on each tonne of Fairtrade cocoa to be invested in community projects such as clean drinking water wells, schools or medical clinics.

Long-term trading contracts provide security and the possibility of planning.

The process for buying and selling farmers' produce is fair, clear and more accountable.

They benefit from guaranteed minimum health and safety conditions.

Farmers are encouraged and helped to protect the environment.

Education and training are provided, in areas such as improving quality and preventing crop disease.

Farmer co-operatives are democratic, so farmers have a real say in how the organisation that sells their cocoa is run and how the income form Fairtrade is used to benefit the whole community.

Information from the Fairtrade Foundation, www.fairtradefoundation.org.uk

Activity 2: String connections

Overview
An activity allowing participants to experience the relationships between people and processes involved in the global food chain.

Aims
To begin to understand the complexities of the global food chain.
To consider how we are connected to others locally and globally.

Time – 15 minutes

What you need
Big ball of string
Activity Sheet 5 – String Connections Role Cards

What to do

All stand in a circle and hand participants 1 role card each (**Activity Sheet 5**) or 1 between two. Ask participants to read their profile and think carefully about their role – these vary from producer roles, to production line roles to consumer roles. These roles and chains are simplified to allow more accessibility to this activity. In turn, ask each participant to read aloud their role and hold it up so everyone can see it. Participants should not be in the correct order but mixed up. Reflect on the number of people involved in the process and highlight that the processes shown are simplified, they don't include absolutely everyone.

Are there any comments from participants about this? Is it what they expected?

Hand one person a ball of string and ask them to hold the end. They need to find someone they feel connected to. Walk across the circle to hand the ball of string to that person and say why they are related to them and then return to their own place; e.g. you may start with 'A checkout till operator' ... who feels they are related to 'A café owner' ... who feels they are connected to... 'A market stall trader' ... who feels they are related to... etc.

Continue until everyone is connected, maybe more than once, to form a complex web. Highlight the local and the global connections.

Debrief and reflection

Ask participants what they think the web is showing them? Highlight interconnections, dependency, complex supply chains, etc. To illustrate these interconnections further show how one thing affecting part of the web affects everyone; e.g. "The cocoa farmer cannot control all of the bugs and pests so they are losing their crop..." and ask the participant with this profile to shake their hands so that the string shakes. What happens to the rest of the web? Ask all participants to consider what might happen to their role if this happens. Discuss.

Reproduced from Embedding Fairtrade into the Curriculum, CDEC, www.cdec.org.uk

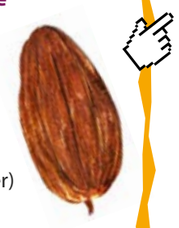
Activity 3 – Fairtrade chocolate game

Overview
The idea of this role play is to understand issues surrounding the production and trade of cocoa as well as the concept of fair trade.

Aims
To critically explore social and economic issues created through the global production and trade of cocoa.
To discuss the concept of fair trade.

Time – 45-60 minutes

What you need
Activity Sheet 6 – Cocoa Bean Shape
Activity Sheet 7 - Role Cards
Activity Sheet 8 – Income Table
5 pairs of scissors
5 A4 envelopes
40 sheets of A4 paper
80 Small Fairtrade label stickers
(can be replaced with any other sticker)
5 cocoa bean shapes
Group role cards
Pencils
Table
A clock to time the exercise



What to do

Use **Activity Sheet 6**. Cut out 5 cocoa bean shapes, preferably on thick paper. Prepare 5 envelopes with one pair of scissors, one pencil, 8 sheets of A4 paper, cocoa bean template and one role card (**Activity Sheet 5**) in each envelope. Two groups (Madina and Dome villages) will also have 40 small stickers in their envelopes.

Divide people into 5 groups and ask them to sit at a table.

Give each group one envelope.

Explain that all the participants are representing cocoa farmers in different communities. Their aim is to produce cocoa and sell it. This means to cut out cocoa shapes as precisely as possible from the paper and bring the product to the buyer (you). One cut out bean will represent 100 kg of cocoa beans. You will represent the intermediary cocoa buyer. The groups will have exactly 20 minutes to produce as many cocoa beans as possible. The winning group will use the money for their village and personal wellbeing. All groups can communicate and cooperate with each other.

Note: *Two of the five groups have a Fairtrade label (sticker) that they can put on their cocoa beans. It means these groups have a stable price for their cocoa and will get an additional sum of money, called the Fairtrade Premium. This money goes into a communal fund to improve the village social, economic and environmental conditions. Information about the Fairtrade system is given to these two groups only in their role cards. The intermediary marks down the premium these groups will gain on a separate column.*

Part 1
Start the clock and let groups start their production simultaneously. When groups start to bring their products to you, measure it against the model you have. If it is exactly correct give a full price for the beans, £180 /each bean. If the bean has been cut out incorrectly, lower the amount due to low quality of the produce. If the bean has a Fairtrade sticker on it, the price will be £210/bean plus a £21 premium (if it is cut exactly according to the bean model). Write down all the money each group has earned on the table on Activity Sheet 8.

After 10-15 minutes (or once each group has sold 6-7 cocoa beans) the intermediate buyer (you) will announce that world trade prices have changed and a 100 kg of cocoa beans (= one cut out bean) from now on only costs £150. Fairtrade cocoa beans remain at £210 plus the £21 premium.

Make the game more competitive by being quite strict on how the cocoa beans are cut out; you could not accept the beans that are not EXACTLY as the model. Give notice to the whole group about the time so that people start to hurry up. Also give the group periodic notice over the changes in world prices.

You can encourage the groups to communicate and cooperate with each other.

The groups continue to produce and sell cocoa beans for 20 more minutes.

Part 2
Count and announce how much money each group has gained. For the two Fairtrade groups include how much premium they have gained. Tell the groups that they can now use the money either for their own individual benefit or for the community's benefit. The Premium needs to be used for communal benefit. They will have 5 minutes to discuss how to use the money.

After 5 minutes ask the group to explain their decision.

Debrief and Reflection

Ask the group to sit down in a circle:

How was the exercise? What happened?

How did you feel? Was there anything you felt was unfair?

What was the exercise about?

What did you find out about Fairtrade?

What else did you learn or discover? What else do you want to know?

Reproduced from Oxfam, www.oxfam.org.uk/education

'Clothes are highly socially relevant. But do we know where our clothes come from?'

Textiles

Learning outcomes
SOC 3-17B, 4-20A, 3-16A

Background information

When we shop for clothes, some of us look for convenience others decide on the look. Clothes are highly socially relevant. But do we know where our clothes come from? Under what conditions are clothes made?

The global supply chain

International trade in textiles and garments goes back hundreds of years. Today, the garment industry is highly globalised and served by complex supply chains linking countries, workers and consumers all over the world. The market in garments is dominated by an ever fewer number of big companies.

Cotton production

Although cotton originally came from the warm and humid tropics, it is now cultivated mainly in dry areas as rain is unfavourable for the cotton harvest. However, the plant needs a lot of water; the cultivation of cotton for a single T-shirt devours 4100 litres or 10 bathtubs full of water and the warm climate and irrigated soil promotes the spreading of disease and pests. To combat this, large amounts of pesticides are used. These toxins contaminate many places like rivers, lakes and groundwater, leaving many of the local population vulnerable. 99% of the world's cotton farmers live in the South and farm less than two hectares of land. They often lack the equipment to protect themselves and their families from the hazardous pesticides.

The garment industry

The manufacturing of garments is a global industry. The global production shift has meant that garments are frequently produced on the other side of the world to where the final product is sold. So fragmented is this industry, that even the companies which commission garment production do not always know exactly where and under what conditions their products are made.

The majority of the garment workforce is female. In many cases they are young girls or mothers with dependent children from rural villages, who make the journey to the city to earn money for their families. The preference for women workers – especially young women – is rooted in the fact that the most vulnerable are the easiest to exploit.

Most of the workers are not aware of their rights, and management will not allow them to form a union in the factory. Poor wages are a major problem for garment workers all over the world as governments set low minimum wages to attract foreign investors. In many garment-exporting countries the minimum wage does not allow people to live with any dignity. They need a living wage. Low wages mean that workers often have to rely on loans just to make ends meet and they have no savings if they find themselves out of work due to illness, unexpected factory closure or if there is a disaster such as a building collapse or fire.

Many garment factories lack basic safety regulations which include illegal construction of buildings, overcrowded factories, dangerous electrical systems and machinery and the lack of fire-fighting equipment, emergency exits and training. Millions of workers have no choice but to risk their lives in order to live.

What can you do?

The challenge we face is how to ensure that the clothes we want to buy, are a product of a global supply chain where human rights are respected and environments are protected.

How can we use our consumer power to make a difference?

Introducing the topic

Activity 1: My style my responsibility

Overview
By walking around and asking questions the participants get to know each other and recognise global relations in their everyday lives.

Aims
To get to know each other.
To become conscious of how global influences connect to our own experiences.

Time – 15-20 minutes

What you need
Activity Sheet 1 – Bingo
Pencils

What to do

Hand out the Bingo sheets from **Activity Sheet 1** and the pencils and ask the participants to gather as many signatures from others in the group as possible.

The participants walk around and ask others from the group to answer the questions on the Bingo sheet. If the person can answer yes to the question, they sign the statement.

The person who has at least ten out of 12 names on the sheet shouts out "BINGO".

Debrief and Reflection

When all or most of the participants have made it to "Bingo", ask the group to sit down in a circle. Ask them if they liked the exercise and:

How was the task?

Did you learn anything?

Were you surprised at anything?

Activity 2: Fashion barometer

Overview
This exercise allows participants to reflect on their own consumer habits and share opinions with the group.

Aims
To start thinking about attitudes towards fashion and consumption.
To explore different opinions and attitudes about the topic within the group.

Time – 20 minutes

What you need
1 piece of paper: Agree
1 piece of paper: Disagree

What to do

Think of polarising statements connected to the fashion and garment industry. Try to find a good mix between local/global, personal/social, easy/serious and political/economic dimensions. It is highly recommended to choose very explicitly polarising statements to give more diverse responses.

Put the two pieces of paper (agree/disagree) in opposite corners of the room and make sure that there is enough space between them.

Read out the statements. Ask the participants to stand on the fashion barometer, the invisible line between agree and disagree, depending on their own opinion.

You can tell the participants that they can move and even change their position during the discussion.

Possible statements:

My clothes help me express my personality.

Garment workers in Bangladesh should be happy to have a job.

Our generation is much more addicted to fashion then generations before.

To call for a boycott of clothes made in Asia is the only way to support workers' rights.

I am a fashion victim.

Workers unions have a bad influence on workers and just cause problems.

Fairtrade clothes are too expensive for young people.

Debrief and Reflection

After the exercise you can ask the participants to sit down.

Did you like this exercise?

Was it easy to decide where to position yourself?

Did you learn anything?

Do participants recognise the connection between themselves as consumers and other people across the globe who make their clothes?

Exploring the issues

Activity 1: Global quiz: a clothing quiz

Overview
This exercise invites young people to gain more knowledge of the interdependence of our consumer habits in Europe and the international garment industry.

Aims
To gain knowledge of different aspects of the international garment industry and the challenges it faces.
To raise some important issues about fashion and consumption.

Time – 30 minutes

What you need
Activity Sheet 2 – Quiz
Flipchart and pens to write down the total points
4 cards (A, B, C, D) per group
Prize for the winners

What to do

Divide participants into smaller groups and get them to come up with a team name, ideally one connected to the fashion industry.

Hand out 4 quiz cards per group and tell them that they have to hold up the right answer (A, B, C, D) after each question.

Using Activity Sheet 2, ask questions then read out the correct answer. Write down the number of points every group gets per round.

Debrief and Reflection

How did you like this quiz?

Have you learnt anything new?

Were you shocked by anything?

Does it make you want to find out anything more?

Activity 2: Know your stuff

Overview
Participants become aware of the complexity and global interrelationships of an everyday product.

Aims
To learn about globalised production processes of clothes.
To explore the uneven global distribution of profit and power within the clothing industry.

Time – At least 45 minutes

What you need
Activity Sheet 3 – Production Stages
Activity Sheet 4 – Spider Web
Cards with production stages
Cards with stakeholders
Pins, Pencils, Scissors, Flipchart, Pin board
T-Shirt or Jeans, A piece of cotton or cotton wool
World map (peters-projection)

What to do

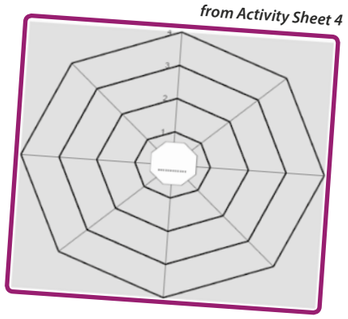
All the activity sheets and the material needed should be prepared in advance. The steps could be written on a Flipchart to make the process clear from the beginning.

Part 1: My favourite T-Shirt
Ask the participants what is their favourite item of clothing. What affects their buying decisions? Brand, fashion magazines, price, production conditions, friends? Write the answers on a flipchart.

Ask the participants if they know where their favourite item was made. Let them find the countries on the world map.

Part 2: Where do all the t-shirts grow?
Show a t-shirt and a piece of cotton wool to the participants and ask them how the cotton is transformed into a t-shirt. Use the cards from **Activity Sheet 3** for the discussion and ask participants to put them into the correct order.

Find the countries on the map where the production stages take place. Identify some problems linked to the production process: ecological problems connected to cotton growing, labour rights violations at the factories, competition amongst companies.



Now using **Activity Sheet 3** ask participants to match the main production stages with the key stakeholders. Discuss what needs and targets various stakeholders might have. Are they competing with each other?

The participants should then try and guess which share of the retail price correspond to which stakeholder - see the costs breakdown on **Activity Sheet 3**. Is it what they were expecting? Is it a fair distribution? What might the reasons be?

Part 3: Your choice?
Hand out 2 copies of the spider web on **Activity Sheet 4** to each participant. First they think of the factors which may influence them in their decisions when buying new clothes. There may for example include friends, parents, fashion trends, own style. This exercise is done by everyone independently. The participants should then write down their own name in the centre of the spider web and the bigger the influence, the closer the corresponding group/person should be mapped to the centre of the web.

In pairs, participants can now use the second spider-web to illustrate the influence everyone has on the various stakeholders. Each pair should be given a different stakeholder from Activity Sheet 3. Write the name of the stakeholder in the centre. Again, those with a bigger influence are located closer to the centre, less influence at a greater distance.

The spider-webs are discussed in small groups. What's different, what's similar? What's striking when the two sheets are compared?

Debrief and Reflection

Ask the group to sit down in a circle after the exercise.

Ask them if they liked the exercise.

Did you learn anything new?

What was most surprising?

Did you know that so many people and so much transport is required to make your clothing?

Activity 3: Production line

Overview
This simulation exercise should help young people to experience a production line and empathise with the pressure on workers in the textile industry.

Aims
To explore the nature of unfair working conditions.

Time – 30 minutes

What you need
Activity Sheet 5 – Production Line
Paper
Scissors
Pencils
Rulers

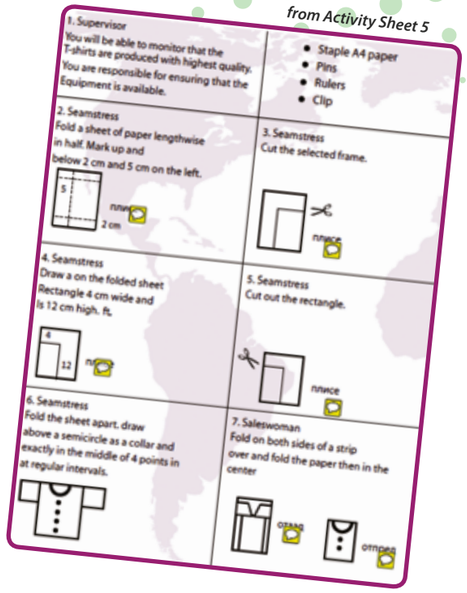
What to do

Prepare the tables in a row.

Prepare all materials.

You could give out numbers, so that the role in the production line is given by chance. When the order is decided, participants should take a seat in that order.

Explain the concept of a production line and the meaning of individual tasks (cutting, sewing-together, sewing on buttons, etc.) briefly. Explain what will happen in the exercise and under what conditions it will take place. One to three supervisors should be nominated as well.



Use **Activity Sheet 5**. Each participant will receive a specific task and a number in the production line. The direction of the production line should also be made clear.

When the facilitator claps their hands, the production line starts. The facilitator and the supervisors should pressure the workers to hurry.

The facilitator decides when the exercise ends. The exercise should not last too long, but at least about 5-10 minutes. Perhaps offer a prize if they complete the work as an incentive to focus on the job.

Debrief and reflection

Ask the group to sit down in a circle.

How did you find the exercise? Was it hard to get the task done? Was it easy?

How was the process? What about the time pressure?

What can we learn from this exercise?

'According to the World Bank, 91% of the global population have a mobile phone subscription, while only 64% of people have access to adequate sanitation facilities.'

Mobile phones

Learning outcomes
H&W 16-A, SOC, 3-05A, 3-17A, TCH, 3-02A

Background information

Today, we can't imagine life without mobile phones. More people in the world own a mobile phone than have access to a toilet. According to the World Bank, 91% of the global population have a mobile phone subscription, while only 64% of people have access to adequate sanitation facilities.

Young people in Europe are growing up in an environment where mobile phone technology is integral to their lives, and this phenomena is being replicated by young people across the globe. This shared global connection, has both positive and negative impacts and links a worldwide youth population that live extremely diverse lives.

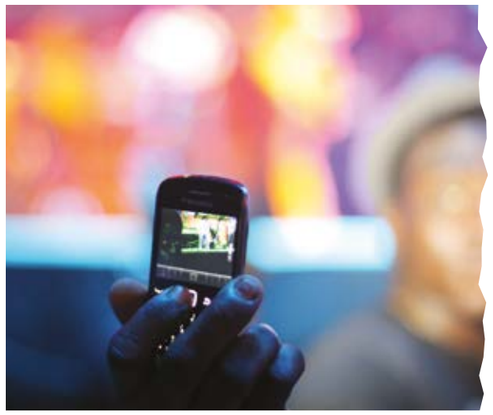
This chapter explores the many global connections and issues which lie behind our mobile phones.

The global supply chain

Your mobile is made from a variety of components including: gold from South Africa or Russia, copper from Chile, nickel that may be from Canada and tantalum or coltan from the Democratic Republic of Congo (DRC).

Coltan is a vital component in mobile phones. 80% of it is found in the DRC, a country torn apart by war and conflict fuelled by its vast mineral wealth. Mining for coltan can be a dangerous, poorly paid occupation and one where child labour is common. Miners in the DRC are the first, but essential link in the global mobile phone supply chain - the people who design, make, transport and sell mobile phones.

What working conditions and rights do you expect at work?



Environmental sustainability

When a new mobile phone design comes on the market many people buy it and get rid of their perfectly good 'old' one. Millions of phones are thrown away every year, often ending up in landfill sites. They contain dangerous chemicals, which once they start to break down are harmful to the environment. These poisonous chemicals leak into the soil and then into the water system. Wealthy European countries often ship old mobile phones to poorer countries for 'recycling' where laws to protect workers and the environment are weaker – essentially exporting the problem.

Currently mobile phones are hard to fix when they are broken. Mobile phone companies are often quick to offer brand new replacement phones or upgrade old ones instead of fixing damaged ones.

Do you really need a new phone?

Mobiles in Africa

Mobile phone technology has transformed communication across Africa, impacting on diverse areas such as education, banking and health. It has enabled ordinary citizens to organise themselves as activists fighting for their rights and beliefs. For example, small-holder farmers, who have little or no access to finance and technology can now access weather reports and check crop prices thus improving their livelihoods.

How has technology changed your life? Can you identify what technology is a luxury and what is a necessity?

Environmental sustainability

Mobile phones are becoming an essential piece of technology for ordinary people all over the world. The challenge we face is to ensure that we produce fair phones where everyone in the supply chain has their human rights respected and to consider the environmental impact our e-waste is having.

How can we use our consumer power to make a difference?

Introducing the topic

Activity 1: Me and my mobile: pros and cons of mobile phones

Overview
Participants reflect upon the use of mobile phones.

Aims
To explore the pros and cons of mobile phones.

Time – 10 minutes

What you need
2 pieces of flip-chart paper
Marker pens

What to do

Divide the big group into 2 smaller groups.

Tell them that they have 2 minutes to write down as many pros and cons of mobile phones that they can think of.

At the end of the time, each group will take it in turn to call out something they wrote down. If the other group have not written down the same answer then they score 1 point. If the other group have the same answer then both groups cross it out. Alternate between pros and cons. Keep a score and congratulate the winning team.

Debrief and reflection

Was it easier to think of pros or cons?

Are there more pros or more cons of having mobile phones?

Were there any that people were surprised about / disagreed with?

Do you think it would be the same if we did this activity in a different country?

Emphasise that different people use mobile phones for different things depending on their age, location and needs.

Activity 2: What is technology justice?

Overview
Participants reflect on how and why people use technology in their everyday lives.

Aims
Introduce the term technology justice.
Encourage participants to think about how technology links people across the globe.

Time – 15-20 minutes

What you need
3 Belief Statements (*see below, right*)
– written out onto separate pieces of paper.
Paper and pens

What to do

Ask each participant to write their name on a small piece of paper.

Organise the group to stand in a circle and explain that a statement will be placed in the centre of the circle and participants should place their name cards close to the statement if they agree with it and further away if they don't.

After each turn, debrief by asking participants why they put their card where they put it and allow them to change the position of their cards during the discussion if they want to .

Debrief and reflection

Did they learn anything?

If we were in a different country do you think the answers would have been the same / different?

What kind of technologies do you think of when you hear the term 'technology'?

What do they understand by the term 'technology justice'? This is defined by Practical Action as a belief that everyone has the right to access the technologies they need to live the life they value without limiting the ability of others now, and in the future, to do the same

Emphasise that technology means different things to different people depending on their personal situation – wealth, profession, lifestyle, culture, etc.

Most definitions of technology mention the application of scientific knowledge to solve a practical problem. Get the group to share ideas of what technology they use in their everyday lives. For example: mobile phone, television, hairdryer, washing machine, bike, skateboard, electricity.

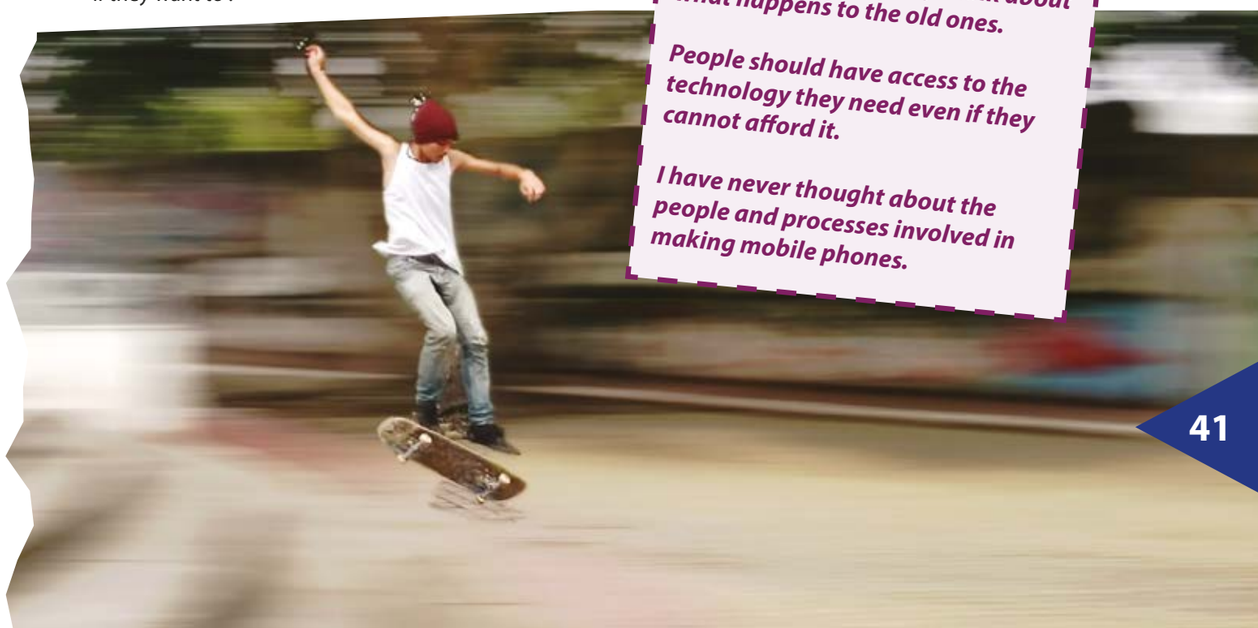
Activity adapted from Practical Action www.practicalaction.org

Belief Statements

I like to have the latest mobile phones and don't really think about what happens to the old ones.

People should have access to the technology they need even if they cannot afford it.

I have never thought about the people and processes involved in making mobile phones.



Exploring the issues

Activity 1(A): Fair working conditions

Overview
An introduction to 'Workers Rights' and reflection on fair working conditions.

Aims
Reflect on personal work experience and expectations.
Explore which rights are fair in the workplace.

Time – 20 minutes

What you need
Activity Sheet 1 - Rights at Work Cards
Blutac

What to do

Part 1
Sit the group in a circle and ask:

Does anyone have a job or would like to work?

What conditions would they like to work in?

What kind of people would they like to work for and with?

Part 2
Tell the group that when they work there are some key rights they should expect. Ask the group to look at the 6 Rights at Work cards. See notes below for a brief explanation of each card.

Stick them around the room and ask the group to walk around and stand next to the one they believe is the most important.

Which do you think is the most important and why?

Are there any missing or are any surprises?

Do you think rights at work are important? Why

Debrief and reflection

Tell the group that they can move if they have changed their minds during the discussion. Ask them why they changed their minds. There are no right or wrong answers as all rights are equally important. Emphasise that in some countries workers are denied their rights.

Adapted from www.teachers.org.uk/files/tuc_fairs_fair_booklet.pdf

'More people in the world own a mobile phone than have access to a toilet.'

Rights at Work cards (with explanation)

1. To earn a living wage
This means earning enough to pay for food, shelter, transport and healthcare with some left over to spend on other things you may need. In the UK the minimum wage (£6.31) is different from the Living Wage (£7.65).

2. Working hours that are set by rules and are not excessive
You should not be forced to work more than the hours stated in a regulation. In the UK this is set by European rules and is 48 hours a week for most workers. Overtime should not be required on a regular basis, as everyone has the right to rest.

3. To work in safe and healthy conditions
For example, if you are working in a factory with chemicals, you should be provided with protective clothing and gloves.

4. Freedom from discrimination
You should not be discriminated against at work, for example because of your age, religion or gender.

5. A contract of employment
A contract proves that you are being employed by someone else. It should set out your responsibilities, working hours and benefits like maternity/paternity cover, sick leave, paid holiday entitlement.

6. The right to join a trade union
People at work can join together in trade unions, giving them a collective and independent voice in the workplace. As members of a trade union, workers have more power together than they do as individuals. This helps them negotiate better pay and working conditions with their employers.

Activity 1(B) : Fair working conditions

Overview
By learning about the global supply chain of producing mobile phones, participants will explore how the mining of raw materials in the Democratic Republic of Congo (DRC) has fuelled conflict and exploited children's rights.

Aims
To find out about Human Rights.
To explore the connections between extreme poverty and exploitation.
To reflect on how this relates to participants own expectations of fair working conditions across Europe (see **Activity 1(A)**).

Time – 60 minutes

What you need
An old mobile phone that can be taken apart
A map of the world
Photo 1 – Coltan mining (*see top right*)
Activity Sheet 2 – Case Study DRC

What to do

Ask each participant to write their name on a small piece of paper.

Part 1
The aim is to highlight how the process of making a mobile phone is part of a global supply chain. People working within this supply chain often have their human rights violated.

Get an old mobile phone and take it apart. Ask the group to look at the different components and shout them out.

Highlight the plastic case or cover, battery, speaker and microphone and circuit board. Now highlight the metals.

Using a map, highlight: gold (South Africa, Russia), copper (Chile, Papua New Guinea), nickel (Canada). Also, tantalum, which is refined from a mineral called columbite-tantalite or coltan (Australia, Brazil, Canada and DRC).

Emphasise how the mining of mineral resources such as Coltan helps finance a large number of armed groups in the DRC and contributes directly to fuelling the ongoing conflict. Children are also used to work in the mines.

Part 2
The aim is to create empathy with the child in the photo in order to explore how children's rights are violated through the global process of making mobile phones.

Show participants the photo. Ask the participants to take their time and really examine the photo. They are going to create a character profile and need to use their imaginations.

Ask the group to imagine:

Who is this person in the photo?

Boy / girl?

What age?

What is the child doing?

Under what circumstances does the child work?

Does he or she have family?

Why does the child work?

What is the economic or social position of the child?

What would the child like to be doing now instead of working?

Does the child have any ambitions in life?

What does he or she own?

Participants should shout out ideas. There are no wrong answers – the aim is to share their thoughts.

Part 3
Now, describe the life of Decu, the child labourer. Read out the case study (**Activity Sheet 2**). Decu earns less than 70p a day. Decu could never afford to buy the mobile phones he helps produce.

Then ask the participants:

Can you imagine walking 2 hours to work?

How do you think you would feel if you had to work this hard?

Can you imagine how tired he is?

Is life fair for Decu?

Why do you think he earns so little?

Should he be going to school?

Now return to the photo. Ask participants how they NOW feel about:

The person in the picture?

The parent / carer of the person in the picture?

The owner of the mine?

A person in Europe who is buying a mobile phone?

Debrief and Reflection

The aim is to highlight how young people in Europe, the customers who buy mobile phones, are interconnected with young people in the DRC, the producers of mobile phones.

Young people in Europe expect fair working conditions. Human rights are universal however, young people born into extreme poverty in other countries need to work to provide basic needs for themselves and their families. Child labour is a complex issue. Often children work because their survival is more important than school. However, a lack of education limits their opportunities and impacts on their livelihoods in the long-term.

So what can be done? Ask for some suggestions.

Some organisations believe that big brands must take responsibility for the people who are employed within their supply chains. Thanks to the efforts of ordinary people, some companies are changing the way their clothes and products are manufactured. However, most of them need to do more.

Case study adapted from http://news.bbc.co.uk/1/hi/in_depth/5071172.stm

Activity 2(A): How do we tackle waste?

Overview
Participants explore their own habits and opinions regarding waste management.

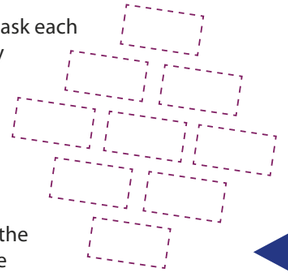
Aims
To explore how our behaviour has an impact on the environment.
To foster a sense of responsibility for the environment and for the sustainable use of resources.
To encourage young people to express their own opinions and value the opinions of others.

Time – 20-30 minutes

What you need
Activity Sheet 3 - Waste Cards

What to do

Part 1
Divide participants into small groups. Give each group a set of cards and ask them to discuss what each word means. A brief explanation of each card is detailed on the next page.



Without touching the cards ask each pupil to identify a word they think is most important and one that is not so important when thinking about how we tackle waste. In their small groups they should then arrange the cards into the shape of a diamond with the most important at the top, the least important at the bottom and the others ranked in between.

Part 2

How did the participants find the activity?

Positioning of Refuse, Reduce and Rethink in the top three. Refuse (say no) and reuse before recycling, which involves further consumption through transport and energy. Only buy what you need. Emphasise recycling everything you can, however, position Recycle in the bottom three as it's one of the least energy efficient ways of dealing with waste.

Debrief and reflection

Discuss whether participants feel they have any responsibility for the environment and the sustainable use of resources. Emphasise that people's behaviour has an impact on the environment and that we share a global responsibility to ensure development is sustainable.

Waste Cards (with explanation)

Reuse
– empty isn't the end.

Recycle
– when waste is recycled it doesn't disappear and energy is used in transport, sorting and processing – it can take more energy to produce recycled products than dispose of them.

Recharge
– 50 times more energy is used to make a battery as it provides.

Reclaim
– the step between reusing and recycling – furniture, clothes, paper can all be made from reclaimed products.

Refill
– we produce and use 20 times more plastic today than we did 20 years ago.

Refuse
– every year food shops in Britain give away 8 billion plastic carrier bags – enough to cover the whole of London in a layer of plastic.

Repair
– computers thrown away produce hazardous waste, which can find its way into the soil and water supply – 4 million PCs are discarded per year in China alone.

Rethink
– every year we produce 3% more waste than the year before – mass production decreases our emotional attachment to our possessions, making them easier to throw away.

Reduce
– if everyone in the world were as wasteful as we are in the UK, we'd need 8 more worlds to keep going.

Reproduced from How do we Know it's Working? RISC. www.risc.org.uk

Activity 2(B): How do we tackle e-waste?

Overview
Participants learn how mobile phones and other e-waste is thrown away in Europe and then dumped in poorer countries.

Aims
Reflect upon the ways personal actions impact on people living in other countries.
Reflect upon the social, environmental and economic impact in Ghana and Nigeria of dumping e-waste in Europe.

Time – 30 minutes

What you need
Computer, big screen & Internet access
Or a copy of **Photo 2** (*see top right*)

What to do

Part 1
This provides a visual stimulus to allow participants to explore the social, environmental and economic impact of European e-waste dumped in Ghana and Nigeria.

Watch either of the 2 Greenpeace video clips below.

Ghana: electronic waste is dumped in the UK and exported to Ghana.

www.greenpeace.org/international/en/multimedia/videos/Electronic-Waste-in-Ghana-/

Nigeria: electronic waste is dumped in the UK and exported to Nigeria.

www.greenpeace.org/international/en/multimedia/photo-essays/Following-the-e-waste-trail/

Or hand out a copy of **Photo 2** and pass it around the room. Ask participants 'what do you see?' Read out the background information.

Ask participants:

What issues are highlighted in the films / photo?

What are the potential social, environmental and economic impacts of dumping e-waste in Ghana and Nigeria?

Were they surprised by anything?

Part 2
In order to allow participants to explore their own values and attitudes towards e-waste encourage them to participate in the cross-the-line activity below.

Ask the group to stand up in a line and face the facilitator. Imagine there is a line in-front of them. Below is a series of personal questions. Ask participants to answer truthfully and after each statement take a step across the line if they would answer agree or stay where they are if they disagree. After each statement ask them to step back into line.

(*For the statements, see next page.*)

Ask the group how they felt during the cross-the-line activity:

Was it easy to answer the questions?

Do we have a responsibility to think about our e-waste or should we just leave that to others?

'Young people in Europe are growing up in an environment where mobile phone technology is integral to their lives...'

Statements

I have a mobile phone

I have owned more than 1 mobile phone

I like to upgrade my phone as soon as I can

I still have an old mobile phone lying about at home

I have sold or given away an old mobile phone

I have thrown away an old mobile phone into the rubbish bin / dump

I have never thought about what happens to old mobile phones

I have often wondered what happens to old mobile phones

I am surprised that many of the phones end up in Africa

I don't mind that many of the phones end up in Africa

People in Ghana / Nigeria are making good use of our old phones, computers and televisions.

I am interested in finding out more about what to do with my old phone, computer and television.

Debrief and Reflection

The aim is to highlight how we are globally interconnected. When someone throws away an old mobile phone in the UK, potentially that may have consequences for vulnerable people living in poverty in countries such as Ghana and Nigeria. Do we really need to buy the latest mobile phone or can we reuse or recycle an old one?

However, people living in Ghana and Nigeria can also make a living from recycling our e-waste. This is a complex issue.

In the 1990s, governments in the EU, Japan and some US States set up e-waste 'recycling' systems. However many countries did not have the capacity to deal with the quantity of e-waste they generated or with its hazardous nature. Therefore, they began exporting the problem to developing countries where laws to protect workers and the environment are inadequate or not enforced. It is also cheaper to 'recycle' waste in developing countries.

Materials used to make mobile phones and other electrical goods contain highly toxic substances that could poison people and destroy the environment if they are disposed of irresponsibly.

Video with permission from Greenpeace www.greenpeace.org/international/en

Activity 3: Technology needs and wants

Overview
Participants explore the term 'technology justice' and discuss how global communities access and use different technologies.

Aims
To explore if the technology they personally use is needed, makes life better or is a luxury.
To discuss how people across the globe have a different understanding and use of technology
Introduce the term 'technology justice'.

Time – 30 minutes.

What you need
Activity Sheet 4 - Technology cards
Activity Sheet 5 – Needs and Wants
Pens

What to do

Part 1
Ask participants what the term 'technology' means.

Most definitions of technology mention the application of scientific knowledge to solve a practical problem. Get the group to share ideas of what technology they use in their everyday lives. For example: mobile phone, television, hairdryer, washing machine, bike, electricity.

Part 2
Use **Activity Sheet 4**. Distribute 4 blank cards to each participant. Ask participants to write on the cards 4 technologies they think they need most in their lives.

Participants should then divide into smaller groups. Give each group a set of the prepared technology cards. Ask them to share their personal cards and discard any that are the same. Ask 1 person in each group to shuffle all the cards together and deal them out equally.

Part 3
Give each group a copy of **Activity Sheet 5**. Ask them to take it in turns to place their card in 1 of the 3 boxes. They need to decide whether the technology on their card is needed, makes life better / easier or is a luxury to have. Each box has a maximum number of cards allowed. Don't go over the limit. If they need to move or discard cards then it has to be agreed by the group.

Once they have finished, prompt discussion with questions, for example:

Was it easy to think about what technology you use in your lives?

Was it easy to agree where the cards were placed?

Were you surprised by anything?

Do you think if we played this with a group of older people or in a different country then the answers would be different?

Do you think it would be harder if the groups were more diverse – for example, different ages or cultures?

What did you learn?

Debrief and Reflection

Emphasise that technology means different things to different people depending on their personal situation – wealth, profession, lifestyle, culture etc.

Introduce the term 'technology justice'. Practical Action (www.practicalaction.org) defines it as a belief that everyone has the right to access the technologies they need to live the life they value without limiting the ability of others now, and in the future to do the same.

Activity adapted from Practical Action http://practicalaction.org

Activity 4: Global mobile

Overview
Through case studies, participants find out about mobile phone use in Africa and reflect on the positive impact of mobile technologies.

Aims
To explore the positive and negatives impacts of mobile phone technology.
To reflect on their own views on mobile phones within a global context.

Time – 75-85 minutes.

What you need
Photos 3-10
Activity Sheet 6 - Case Studies Africa

What to do

Part 1
Highlight that in Africa mobile phones have transformed lives. This activity will explore case studies from Africa in more detail.

Divide participants into smaller groups – maximum 8 groups. Hand each group a photograph which they should stick into the middle of a piece of paper. They should discuss the photo. What can they see? What is happening? What do they want to find out about the photo? They can write their questions on the paper around the photo.

Part 2
Give out the case study linked to each photo and ask them to read it and discuss it in their group.

Groups can then take it turns to explain to the rest of the group:

How the mobile phone has been used.

What difference it made.

Did anything surprise them with the photo / case study?

Ask participants to revisit their photos. How has their interpretation of the photo changed? What difference did the case study make to their perception of the image? Did the photos and case studies challenge their image of Africans? Where do their perceptions and ideas about sub-Sahara Africa and the people who live there come from?

Part 3
To conclude, ask participants to stand up, listen to a statement about the activities they have just done and move across the room. Stand on one side of the continuum line if they agree and the other side of the room if they disagree. Ask participants to share their thoughts where appropriate. Have their views changed after taking part in the sessions?

I have a mobile phone.

I need a mobile phone.

Mobile phones make life better for everyone.

Everyone should have access to a mobile phone regardless of where they live.

Everyone should have access to a mobile phone regardless of whether or not they can afford it.

I have learnt something about mobile phones today.

Debrief and reflection

Mobile technology has transformed lives across the globe. Think back to **Activity 3** and ask how technology has impacted their own lives. Encourage participants to reflect upon how they use their phones – personally, locally and globally. Technology has created a more interconnected world and represents a shared global connection.

This is also a good activity to use when discussing stereotypes and perceptions of people living across Africa. This could lead to a wider discussion about photos used in the media and in fundraising campaigns. Codes of conduct specify that European NGOs should portray the reality of the lives of the most vulnerable people with sensitivity and respect for their dignity.

Mobile phones

'As consumers in Scotland we face a massive array of choices and decisions when it comes to shopping for food.'

Sustainable food

Learning outcomes
EXA, 3-12A SOC, 3-08A, 4-09A

Background information

We all need food to live. It is one of our most basic needs. It provides the energy we need to ensure that our bodies work efficiently and provides the essential protein, carbohydrates, vitamins and minerals needed for healthy development.

However, food is very unevenly distributed among the world's people. Some countries have too much food resulting in problems of obesity while other countries have food shortages with people suffering from hunger and malnutrition. Within countries there are also massive inequalities. Food banks in UK and other Western European countries are now commonplace while often in sub-Saharan Africa there is food, but some people can't afford to buy it.

As consumers in Scotland we face a massive array of choices and decisions when it comes to shopping for food.

Where does our food come from?

In the UK 40% of our food is imported; that includes nearly all our fruit and half our vegetables. We have become accustomed to having access to a huge and diverse range of produce all year round. Our supermarket spending habit connects us to producers all over the world, many of them living in the South. While there has been a massive growth in exporting crops from the South this doesn't always benefit the producer, with taxes and tariffs levied against exports fixed by the North for the benefit of the North. Fairtrade is one movement which has sought to redress this and many Fairtrade products are now widely available.

Farming

The pressure to produce more food and increase yields has resulted in wider use of chemical fertiliser and pesticides. These can be harmful to people, wildlife and the environment. The development of the organic food movement has been one response to this.

Food footprint

This is not just what you eat but the land, energy and water involved in growing, producing and delivering the food to your plate. So the global footprint of food needs to take into account the emissions from food production as well as transporting food. So a strawberry grown in Spain and transported to Scotland might have a lower carbon footprint than that of one grown in a heated green house in Scotland.

Meat or vegetable?

Globally, nearly one-third of the world's 14 billion hectares of cultivated land is used to grow animal feed. Livestock production accounts for 70 percent of all agricultural land. Meat-based diets require 10-20 times as much land as plant-based diets – and nearly half the grain and soy beans grown in the world are fed to animals.

Our cattle and other farmed animals consume a quantity of food equal to the calorific needs of 8.7 billion people – which is more than the world's population of 7 billion. Yet the animals can't produce nearly enough meat, milk and eggs to feed everyone.

Sustainable food

Food waste

Around 1.3 billion tonnes of food, about one-third of what is produced for human consumption, is lost or wasted every year, according to the UN's food agency. Food loss occurs mostly at the production stages while food waste takes place at the retailer and consumer end of the food-supply chain.

Why are people hungry?

People do not go hungry because there is not enough food to go round. There is enough food in the world to feed everyone. Hunger and malnutrition come from either not having enough money to buy food or not having enough land to grow food. There are currently huge inequalities within the food system which produces more food than we need, but leaves 1 billion people without enough healthy and nutritious food.

The challenge we face as consumers is thinking about how we can eat more sustainably. Current food production processes and consumer habits perpetuate the cycle of poverty and hunger across the globe and cause irreversible environmental damage. No one should, or needs to, go hungry. This chapter explores some of the issues surrounding the global food supply chain. It highlights why we as consumers should be asking where our food comes from.

Introducing the topic

Activity 1: Debating food

Overview
An interactive debate, where participants are asked to express their opinion about certain statements related to food production and consumption.

Aims
To reflect on our own opinions and understanding of food production and consumption.

Time – 15 minutes

What you need
List of statements
2 x pieces of paper, with 'Agree' and 'Disagree' written on.

What to do

Explain that there is an imaginary line connecting the two extremes, 'Agree' and 'Disagree'. Read out each statement and participants position themselves on the imaginary line, according to how much they agree or disagree with the statement.

Once everyone finds their position ask who would like to share her/ his opinion. Allow for debate among the group. If anyone would like to change their position after the discussion then they can.

Statements

Most of the food we eat is produced in the UK.

It is good that meat is fairly cheap nowadays.

Most of the food we eat is grown or produced on farms.

In Scotland we could do without farms if we had to.

How farm animals are fed doesn't affect me.

It is more important to buy locally produced food rather than buy organic food.

I think eating less meat would help save our climate.

Debrief and reflection

This activity mainly aims at stimulating discussion in a safe and controlled space.

Did you find it easy to position yourself along the imaginary line? Why/ why not?

Did the discussion make you think of something you had not thought of before?

If anyone would like to change their position after the discussion then they can.

Sustainable food

Activity 2: What do we want from our food?

Overview
This activity encourages participants to think about how we choose what food we eat.

Aims
To consider the key things we look for when choosing our food.

Time – 15 minutes

What you need
Activity Sheet 1– What Do We Want From our Food?

What to do

Ask the group to brainstorm what things we think about when buying food.

Give each group a set of cards from **Activity Sheet 1** and ask them to 'diamond rank' (*see diagram*) the cards in order of importance.

Share ideas and ask if there is anything else we should consider. Can the group reach a consensus of 2-3 things that mattered the most?

Debrief and reflection

How did you find the activity?

Why do you think these things are important?

Can you explain your answers?

What did you find easy or difficult to agree on?

Are there any other matters we should take into consideration when choosing our food?

'...food is very unevenly distributed among the world's people.'

Exploring the issues

Activity 1 – Where does your food come from?

Overview
This activity encourages participants to reflect on what food they eat and where it comes from.

Aims
To explore how we depend on others round the world for our food.
To find out what are common foods for children in Guatemala and where it comes from.

Time – 45 minutes

What you need
Newspapers and magazines
Glue
Pens
Scissors
Large pieces of paper
A world map
Post-it notes
Activity Sheet 2 – Where Does Our Breakfast Come From?
Photo 1 (*see facing page, top right*)

What to do

Part 1
Ask the group what they ate for breakfast. Try and encourage them to think of all the food on their plate, including butter, milk, drinks, etc.

Give the group 15 minutes to create a food collage of their breakfast. If they can't find pictures then they should write on the paper.

They should then sit in pairs and look at each picture. On post-it notes they should write down which countries they think their food comes from. For example, rice from cereal could come from Nepal. See **Activity Sheet 2** for ideas if they need help.

If you have a world map, ask everyone to stick their post-it notes on the map.

'The pressure to produce more food and increase yields has resulted in wider use of chemical fertiliser and pesticides.'

Part 2
Use photo 1. Look at the photo and ask participants what do they see.

Where does the person live?

What food do you think they might eat for breakfast?

What food is grown?

Where do they buy their food from?

Do you think they have much variety in their diet?

Emphasise the family produce their own food – corn, beans. Milk from their cows.

The photo is of a family living in Guatemala.

Part 3
On a large sheet of paper, draw two over-lapping circles. Label one circle 'Scotland' and the other circle 'Guatemala'. Write down the foods you have been discussing. If there are foods that are the same, put them in the overlapping section.

Debrief and reflection

Were there any surprises?

Did anyone have difficulties thinking about where your food was from?

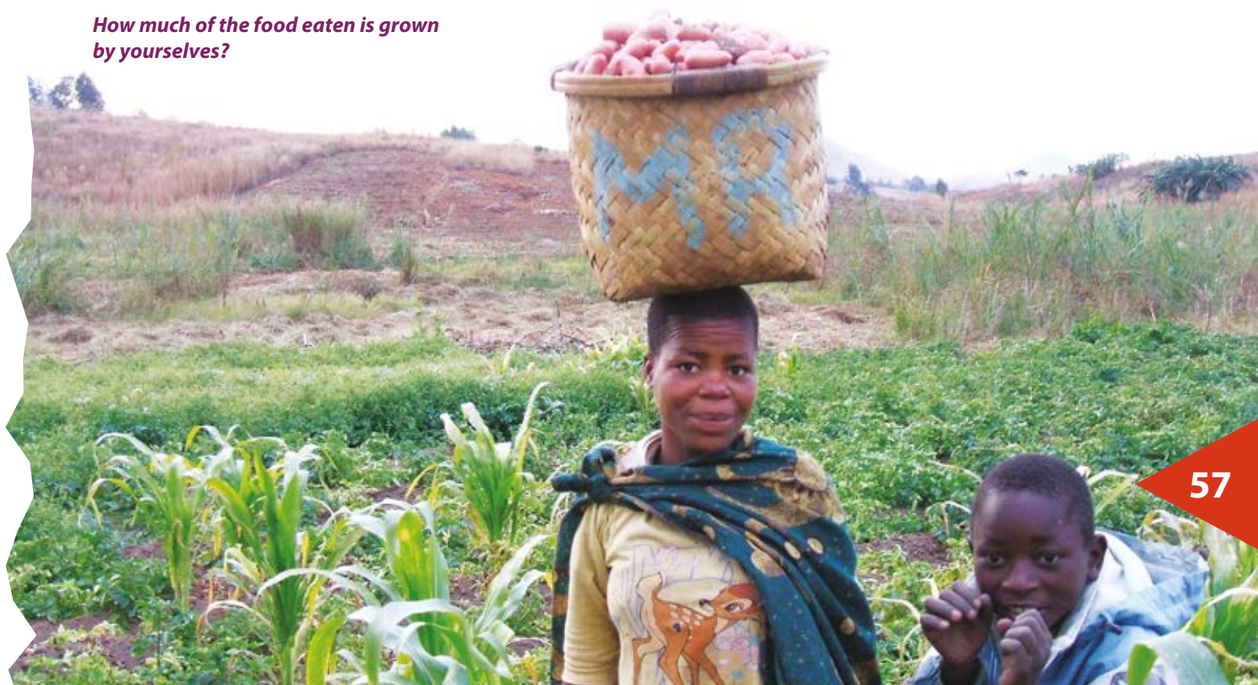
Did you learn anything?

How much of the food eaten is grown by yourselves?

Why do we import foods we can grow here in the UK? In Scotland, we import a lot of our food from different countries because we like to have a wide variety of food. Sometimes, it is cheaper than if it is produced locally and we expect to eat certain foods all year round, not just when they are in season.

In Guatemala, people eat food grown locally because they generally grow their own food and don't have money to buy imported foods or have access to them. In the towns and cities, it is possible to buy a wide variety of imported foods but it is very expensive and most people can't afford it.

Importing food affects both farmers in the UK and those farming in countries we import from. Emphasise our global interdependence.



Sustainable food

Activity 2: Weighing up eating meat

Overview
During this activity, participants will develop their own visual infographics to portray how much water and grains are needed to produce different types of meat.

Aims
To visualise in creative ways the amount of water and grains needed to produce different types of meat.
To reflect on our meat consumption and its effects on the environment.

Time – 40 minutes

What you need
Large number of cups/ glasses/ containers that are all of the same size.
Bowls
Water and bottles/ jugs
Grains (or other small items to represent grain)
Photo 2 – A Burger
Activity Sheet 3 – Control Data

What to do

Prepare three different stations across the room, each with plenty of plastic glasses, a jug and bowls. Stick a copy of **Photo 2** to each station. Ensure that the space you are using is suitable for potential spillages of water and grains.

Explain that the aim is to show how much water and animal feed is required to produce meat. Split the group into 3 smaller groups. Each group is assigned to one 'station' and is given the task to use the jug to fill the glasses with water, and the bowl with grains according to how much they imagine is needed to produce 4 x quarter pounder burgers (1kg of meat). One glass of water represents 1,000 litre of water, and one grain represents 1 kg of grain.

After each group is done, they are invited to look at the 'infographics' created by the other groups. Altogether they can discuss and modify the data. When they believe they have reached a result, reveal the actual numbers and ask a volunteer to adjust the water and grain accordingly.

Ask the group to reflect on what they think the graphics mean. See key notes on **Activity Sheet 3**.

What does the group think are implications for the environment? For the economy? For society? And what do they think about the power structures behind the meat industry?

Debrief and reflection

After the discussion, take some time to reflect on the exercise.

What did you find most surprising in this activity?

If this information was more widely known, do you think it would influence people's eating habits?

Key points

An insatiable demand for meat has grown worldwide. Once a luxury, meat is now abundant in the North with consumption steadily rising in the South. Keeping and growing cattle, pigs or poultry for meat consumption requires a lot of land, not just in terms of actual space for the animals, but also land to grow grain to feed these animals.

Large-scale industrialised meat production requires intensive agriculture to cultivate animal feed. Even though animal feed varies across the globe, the demand for soy has more than tripled globally since 1980. Intensive agriculture of one crop requires large amounts of fertilisers and herbicides to kill weeds.

Meat production is more and more controlled by large international companies that push small-scale meat producers out of the market. The increasing intensification and corporate consolidation of meat production threaten the existence of small-scale farmers and meat producers, who simply cannot compete with the prices of the multinational meat corporations.

The overproduction and cheap export of mass-produced meat is a danger to local markets in ny country.

Sustainable food

Activity 3- Can you beat the system?

Overview
A simulation game to explore some of the challenges and inequalities small farmers face within the global food system.

Aims
To explore factors affecting people's ability to grow food
To highlight inequalities in the global food system
To develop empathy with the injustice felt by small scale farmers

Time – 30-40 minutes

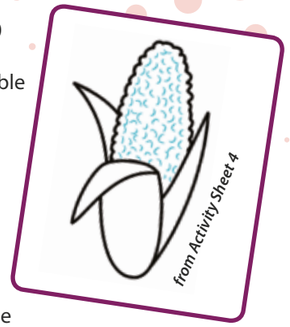
What you need
Activity Sheet 4 – Crop Template
Activity Sheet 5 – Scenarios
1 pencil per student
4 sheets of A4 paper
2 pairs of scissors
2 colouring pencils and 1 crop template per group

What to do

Split the group into 4 smaller groups and give out a crop template from Activity Sheet 4 and the other materials.

Explain that they are now farmers, living in a less economically developed country, making a living growing food to sell at a local market.

Each group must create as many completed 'crops' using **Activity Sheet 4** as they can with the materials provided. The group who produces the most crops wins the game.



Stop the game after 5-10 minutes and give each group one of the 4 possible scenario sheets from **Activity Sheet 5**.

Give time for the scenarios to take effect and restart the game for a further 5-10 minutes.

After this time declare the winning team (this should be the group with scenario 4!)

How did each group manage after the scenarios were introduced?

How did this make them feel?

What was fair about the game, and what was unfair?

Debrief and reflection

Explain that playing this game can help participants understand the global food system, and the impact it has on millions of small scale farmers who struggle as a result of its unfairness. It aims to encourage participants to learn about the role of the global food market, multinational companies, food and cash crops and experience the challenges small scale farmers face first hand. This includes access to land, lack of resources, food price rises and changes to the climate.

Getting active!

Do your young people feel passionate about something? Do they want to make a difference and do something positive? Here are some basic ideas to support them to engage with a wider movement of people and if they choose, to start their own campaign.

Step 1: Find out, think and reflect!

Ask them to think about their impact on the world. Do they follow the world news and everyday news about their own community? Support them to explore how global problems affect the daily lives of each person and every community, and how each one of us can influence this world. This exploration is a learning process which enables us to move from acknowledging problems, towards personal responsibility and conscious actions, and from there to international cooperation and sustainable human development.

Step 2: Reduce, reuse and recycle!

Reducing, reusing, and recycling can help the community and the environment by saving money, energy, and natural resources. Encourage young people to look for ways to produce less rubbish. For example, they can donate their clothes and other items they don't need or use. Suggest that in everyday shopping they think about modest consumption and find out which recycling programs are in place in their community. An effective reusing and recycling community contributes to a more sustainable environment.

Step 3: Support and build networks!

Encourage young people to support campaigns and organisations that engage with their personal principles and values. They can join campaigns to spread the word about global injustice and take an active role in their events. They could also find out which local organisations are working in sustainable development, global education or humanitarian aid and start volunteering.

Step 4: Take action and start a campaign!

Campaigning is all about creating change, whether in relation to an issue young people personally feel strongly about, or about change in their school, local community, nationally or internationally. For something to change, someone somewhere will need to do something different. Campaigning helps people make a difference to themselves and others across the globe. Everyone has a voice and we all have the right for it to be heard.

Young people should be aware that campaigning takes work, research, time and perseverance. They could invite other activists and people to exchange ideas for collaboration and help to create an action plan launch and the campaign.

They should try to link their campaign to the work of other organisations and youth groups and invite new people to join their activities. This will help sustain the campaign. They should also involve the media and social media in their activities and use established networks to spread the word about their campaign.

Thinking about their campaign message and the audience is really important. All campaigns should include some basic strategies: creating publicity to raise awareness, doing surveys to gauge people's feelings about an issue and gain support, running events to raise the profile of the issue, working with the media, speaking at public meetings, lobbying decision makers, protests and demonstrations, email actions and petitions.

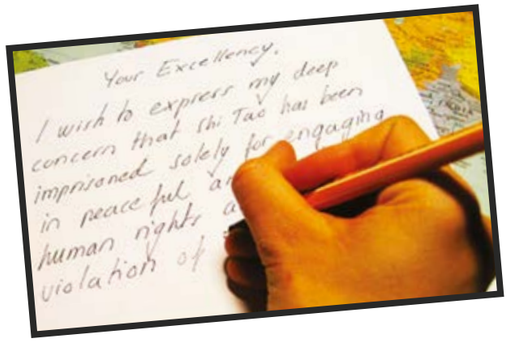
Encourage young people to try to measure their success against what they planned to achieve.

Activities: Working with their peers!

Here are 3 activities to help young people to start a campaign. They can run them with their friends – just give them the activity ideas below.

What you need
Pens
Activity Sheet 1 – 1 copy
Activity Sheet 2 – 1 copy per person
Activity Sheet 3 – cut out 1 set of cards

Activity 1: Choose a picture!



Stick the 4 photos from **Activity Sheet 1** on a wall. Ask everyone to look at the photos. Ask the group:

- What methods of influencing people's opinions can you see in the pictures?
- Can you see familiar logos?
- Is it easy to run a campaign in the community on a certain issue?
- What are the advantages of grass root activities?

4 photos above: © Maailman kuvat 2011-2012 –hanke, Nuorten Akatemia, Finland

Activity 2: Opinion finders

Give each person a copy of **Activity Sheet 2**. There are 5 statement cards that everyone can read and fill in. Discuss the opinions:

1. I would join a Facebook campaign to raise awareness of global poverty.

Yes	Which one?
No	

2. I would write and perform a song.

Yes	What issue would you choose?
No	

3. I would take part in a radio program.

Yes	What issue would you choose?
No	

4. I would join an email campaigning group and send occasional emails.

Yes	Which one?
No	

5. I would buy a Fairtrade product.

Yes	What?
No	

Activity 3: Action cards

Put all 9 action cards from **Activity Sheet 3** into a box, let everyone choose one card, read them out loud and discuss the statements as a group. Try to diamond rank them (*see diagram below*) as a group in order of which action best suits the group.

The best action is to communicate our arguments to (lobby) someone in a powerful position, e.g. write a letter or an email, send a petition or an opinion survey or visit them.

The best action is to find out which organisations can help us, and join their local, national or global campaign.

The best action is to perform a play on how the issue affects people and perform it in schools, libraries etc.

The best action is to invite a guest speaker into our youth centre to talk about the issue, or to be part of a debate.

The best action is to make a leaflet, poster or collage on the issue and display it in our youth centre and in the local community.

The best action is to make different choices about our lives based on what we have learnt, e.g. change what we eat, wear and spend money on. Other people will notice and follow our lead.

The best action is to make a video, audio or photograph presentation and post it on social media to provoke discussion about the issue.

The best action is to raise money and donate it to a charity working on the issue.

The best action is to work with the press, e.g. talk on local radio, invite the press to an event.

EVERYONE HAS A VOICE AND WE ALL HAVE THE RIGHT FOR IT TO BE HEARD.

'In many tobacco-growing countries, there is evidence of environmental damage from tobacco agriculture.'

Find out more

Water

WaterAid is one of the biggest international development agencies working to provide clean water and sanitation for all. Their website is an excellent source of information and has a good collection of educational activities.
www.wateraid.org

Oxfam Water Week runs every year in June and can provide a focus to explore water issues. Their website provides lots of educational activities and resources.
www.oxfam.org.uk/education

Water Education for Teachers (Project WET): This educator's guide can be downloaded from the website. The pack has activities on water, health, sanitation and disease prevention. **www.projectwet.org**

H2kn0w: An activity pack for youth group sessions on water.
http://learn.christianaid.org.uk/YouthLeaderResources/H2kn0w.aspx

International Campaigns

Global Hand Washing Day This is an international campaign promoting hand washing.
http://globalhandwashing.org

Tapped Water Campaign samples: **www.banthebottle.net/ban-the-bottle-campaign**

100 ways to conserve water: **http://wateruseitwisely.com/100-ways-to-conserve**

Tobacco

Action on Smoking and Health (ASH) is a campaigning public health charity that works to eliminate the harm caused by tobacco. Resources and campaign information can be found on the following site. **www.ash.org.uk**

FairTradeTobacco.org focusses on tobacco as a human rights issue and on the corporate role in the global tobacco farming sector. Further information can be found on their website. **www.fairtradetobacco.org**

unfairtobacco.org information about human rights violations and environmental destruction by the tobacco industry. For further information and resources go to **www.unfairtobacco.org/en**

tobaccoatlas.org is an extensive, annually updated overview of tobacco consumption, health issues and production across the globe. **http://tobaccoatlas.org**

Chocolate

Comic Relief
Notes and other materials on this site provide an overview of the issues around Fairtrade and cocoa and put the available teaching activities into context. It also contains facts, figures and ideas you may want to use. **www.papapaa.org**

Make Chocolate Fair! (MCF!) is an international campaign that mobilizes Europeans to become active towards more justice in the global cocoa industry.
www.makechocolatefair.org

World Cocoa Foundation is a global foundation that promotes a sustainable cocoa economy through economic and social development.
www.worldcocoafoundation.org

Cocoa resources – **www.globalexchange.org/fairtrade/cocoa/resources**

Games and activity packs

The Chocolate Trade Game
This game highlights the positive part that trade can play in communities that are developing their economies.
http://learn.christianaid.org.uk/YouthLeaderResources/choc_trade.aspx

Choc-o-lot
This pack produced by RISC is for teachers and youth workers and provides a detailed outline of activities for a day workshop which introduces young people to the issues behind the global chocolate industry. **www.risc.org.uk/files/choc-a-lot.pdf**

Films

The Dark Side of Chocolate
U. R. Romano's and M. Mistrati's film shows child trafficking and exploitative child labour issues in cocoa plantations and could be a good visual starting point to talk about Fair Trade as one possible solution to the serious grievances in the cocoa production.
www.thedarksideofchocolate.org

Textiles

Clean Clothes Campaign, dealing with working conditions in the textile industry.
www.cleanclothes.org

Labour Behind the Label is an organization that supports garment workers' efforts worldwide to improve their working conditions. **www.labourbehindthelabel.org**

Fairtrade Foundation is a development organisation committed to tackling poverty and injustice through trade. They have developed a Fairtrade certification for cotton.
www.fairtrade.org.uk

Follow the Things – Fashion – T-shirt Travels
The story of how second-hand clothing, given away as charity in the west, ends up in Zambia, Africa. **www.followthethings.com/tshirttravels.shtml**

Games and activity packs

Trading Trainers Game – This game highlights the situation facing many poor countries that manufacture trainers.
http://learn.christianaid.org.uk/YouthLeaderResources/trainers.aspx

The Clothes Line is an online resource exploring cotton production and the textile industry in India. **www.oxfam.org.uk/education/resources/the-clothes-line**

Mobile Phones

Ethical consumerism and education resources

Fairphone – an attempt to develop a mobile phone which does not contain conflict minerals. **www.fairphone.com**

MakeITfair – campaigns to improve the labour conditions of the employees working for the suppliers; improve the salaries of the phone designers; make sure that each employee receives his own phone. **http://makeitfair.org/en/about-us**

Practical Action is an international non-governmental organisation (NGO) that uses technology to challenge poverty in developing countries. **practicalaction.org**

Recycling

Don't leave your old mobile in your drawer – it can be used again, mended or recycled. Send back old phones to the mobile provider for recycling.

Christian Aid – Recycling mobile phones. **www.christianaid.org.uk**

Oxfam – bRing recycling scheme: **www.oxfam.org.uk**

Sustainable Food

GROW is an Oxfam campaign which seeks to bring about a shift in global government attitudes to food trade and finance. Find out more at **www.oxfam.org.uk**. They have produced a number of resources linked to the Science, English and Geography curriculum around this issue. **www.oxfam.org.uk/education**

Further campaign sites where you can find information on food and fairtrade:
Fairtrade Foundation – **www.fairtrade.org.uk**
Fairtrade International – **www.traidcraft.co.uk**

Games and activity packs

The World came to my place today **–** In this story children will discover how plants from all over the world affect their daily lives. Published by Eden Project: **www.edenproject.com**

Just Eat It! Through this multimedia resource you can investigate hunger and food sustainability. Further information available at **www.actionaid.org.uk**

Food for Thought is a downloadable set of resources from Oxfam to help young people find out about the inequalities in the global food system. **www.oxfam.org.uk/education**

Mission: Explore Food **–** "This book will change the way you see food for ever…" Missions to challenge young people to explore all aspects of food. Book available from: **www.geographycollective.org.uk**

General

Global Citizenship a good introduction and useful overviews can be found on: **www.oxfam.org.uk/education**

Get Global is a skills based Global Citizenship resource which supports young people to select and explore the issues which are important to them. Participative activities guide them through the process. **www.getglobal.org**

The Story of Stuff – looks at the way we make, buy and throw away all the 'stuff' in our lives. The movement is working towards creating a more sustainable and just planet. The 20 minute film clip is an excellent introduction to how we consume and the impact it has on the planet. **www.storyofstuff.org**

Child labour and fair trade

International Labour Organization – International Programme on the Elimination of Child Labour (IPEC) – **www.ilo.org**

International Labour Rights Forum – ILRF is committed to combating the scourge of forced child labour in the cocoa industry through public education, corporate campaigns, and engagement with partners in West Africa to uncover issues and find solutions. **www.laborrights.org**

Fairtrade International – Fairtrade is an alternative approach to conventional trade and is based on a partnership between producers and consumers. **www.fairtrade.net**

Fairtrade Foundation – campaigns and promotes Fairtrade. **www.faritrade.org.uk**

Youth of the World project parners

Creating Effective Grassroots Alternatives in Bulgaria (C.E.G.A.) is a non-profit organisation working in four main fields: capacity building for social inclusion of disadvantaged communities, improvement of policies for social inclusion of disadvantaged communities, changing attitudes for social inclusion of disadvantaged communities and international development. The main target groups of the foundation are local organisations and groups, mainly working with the Roma community; public authorities on local and national levels and schools. Young people are a priority target group in all fields and activities.
www.cega.bg

Juanimo Karjeros Centras (Youth Career and Advising Center) in Lithuania is an NGO with more than 10 years experience in supporting youth and adults through non-formal education programmes. It aims to meet public needs through education, scientific, cultural, social and legal initiatives. JKC's target audiences are students from secondary and VET schools, universities and colleges, young adults, young people with special needs, educators, community members and parents. JKC's fields of interest are career education and guidance, effective communication and life skills, global citizenship, language learning and gender empowering education.
www.jkc.isprendimai.lt

Future Worlds Center in Cyprus is a non-profit, non-governmental independent organisation, active in implementing projects with a future focus, whose aim is to bring about positive social change and to encourage social entrepreneurship. Future Worlds Center was founded in 1991 under the name of the Cyprus Neuroscience and Technology Institute. FWC is an incubator of social entrepreneurs who envision, design and implement projects that promote the culture of co-existence, human rights and peace using methods grounded in the latest technologies, the science of dialogic design and democratic dialogue. Our actions are positioned right at the edge of where social change can happen.
www.futureworldscenter.org

Scottish Development Education Centre (Scotdec) in Scotland is a Global Education Centre based in Edinburgh, working to promote Global Citizenship in schools in South East Scotland. We support teachers and schools by providing high quality training and resources which align with the curriculum, whilst offering innovative and creative ways of delivering it. We also work to raise awareness of the value of Global Citizenship as an integral part of education with policy and decision-makers across Scotland.
www.scotdec.org.uk

MTÜ Mondo in Estonia is an independent organisation which is devoted to development cooperation, global education and humanitarian aid. Our mission is to support people living in vulnerable situations, support communities to take care of themselves and to raise public awareness about the world's issues and their possible solutions. Mondo's vision is a stable and caring world where everyone has a possibility for decent standards of living. MTÜ Mondo works in the following fields: organizing and delivering humanitarian aid, managing and intermediating development cooperation, public education and development education and educating its members and the general public on issues of humanitarian aid and development cooperation.
mondo.org.ee

Südwind Agentur in Austria was founded in 1997 as a non-profit NGO engaged in PR, information and educational work in the field of international development. On local, regional, national and international levels, Südwind cooperates with organisations and institutions in the fields of international development, education, environment, culture and social issues; as well as with various civil society networks and important political figures. Südwind's core competencies and key fields of activity are in the area of Global Education, the production of international development media, the introduction of international development issues and concerns into civil society initiatives and the compilation of studies on global issues. Our work also includes lobbying relevant political figures and decision-makers about our concerns.
www.suedwind-agentur.at

Young People We Care (YPWC) is a registered youth-led and youth-focused non-profit organisation headquartered in Ghana. The organisation is operated by young people (ages 15-30) and adult allies working on youth and development related issues worldwide. At YPWC we are passionate about sustainable development, the realisation of the Millennium Development Goals and the promotion of a culture of peace and universal human rights for all. Our vision is to provide a 'youthful voice' that seeks to address the numerous challenges facing leaders of tomorrow by effectively using young, resourceful minds to influence the course of global policy formulation and development in a consistent and harmonised manner.
www.ypwc.org

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Front cover: Caption: A child does a summersault on a trampoline at an after school club in South Africa. Credit: Kaya Ngwenya/Oxfam
P.2 Cartoon
P.4 Caption: Isaac Mkalia, 20 years old, a teacher by profession is checking his mobile phone.
Credit: Sven Torfinn / Oxfam
P.6 Caption: Playing in Water
Credit: Rajendra Shaw / Oxfam
P.7 School children in Scotland playing with water
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P.9 Caption: Practical Action for Water
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P.11 Caption: Fetching water in Guatemala
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P.12 Caption: washing
Credit: Abbie Tayler-Smith / Oxfam
P.13 Caption: Young Boy Collects water
Credit: David Levene / Oxfam
P.14 Water 1 – Caption: Collecting water from a pump in a rural village in Malawi.
Water 2 – Caption: Sink in a house in Malawi.
Water 3 – Caption: Rural village in Malawi.
Water 4 – Caption: House in Lilongwe, Malawi.
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Tobacco 2 – Caption: Young boy picking tobacco leaves in Malawi.
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P.22 Caption: Child picking tobacco in Malawi
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P.24 Caption: From Bean to Bar; Credit: Flickr, Mitchellite
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P.51 Mobile phones 3 – Caption: A child does a summersault on a trampoline at an after school club in South Africa.
Credit: Kaya Ngwenya/Oxfam
Mobile phone 4 – Caption: Nurse on a Ghana Health Service Motorbike, used to transport pregnant women to the local hospital when complications arise during labour.
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Mobile phone 5 – Caption: Wall graffiti, Egypt;
Credit: Flickr, Tamer El Mahrouky
Mobile phone 6 – Caption: Fatima Hamid took her first loan – worth $250 – two years ago, and set up a small shop selling credit for mobile phones. Credit: Alun McDonald / Oxfam
Mobile phone 7 – Caption: Selfie, Nigeria
Credit: Iain Marlow / Globe and Mail
Mobile phone 8 – Caption: Isaac Mkalia, 20 years old, a teacher by profession is checking his mobile phone.
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Mobile phone 9 – Caption: A child playing with an old mobile phone in Kibati camp, Democratic Republic of Congo
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Credit: Aubrey Wade /Oxfam
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P.70 School children in Scotland
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P.71 Caption: Use your voice; Credit: Flickr Mark Knobll

YOUTH OF THE WORLD

Bringing Global Citizenship themes to life, this resource book uses six everyday commodities as a starting point to explore global interdependencies; chocolate, mobile phones, water, sustainable food, textiles and tobacco.

Each chapter provides background information, practical activities and resources aimed at encouraging young people to think about their own lives and how they connect with others. Examining these topics within the framework of social justice, rights and sustainable development enables young people to reflect on how their behaviour and actions impact on people and issues locally and globally.

This resource has been designed for youth workers and other professionals working with young people in Scotland to support the embedding of Global Citizenship within their practice. Written in partnership with youth workers and Global Education experts from six European countries, it has been adapted to support Curriculum for Excellence.

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