

Youth of the World!



Water



Tobacco



Textiles



Chocolate



Mobile Phones



Meat

Toolkit *on Global Education* *in Youth Work*



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Preface

Today we live in a fast-changing and interdependent world, filled with challenges and opportunities. Every day we face a wide range of social, economic and environmental issues, connecting us to other parts of the world.

To assist young people to understand and tackle these global challenges, we need to provide opportunities for youth to learn about and explore global issues and be able to draw connections to their own lives and realities.

The non-formal youth education sector, has developed and grown rapidly across Europe. As a result of a number of national and international initiatives and especially in the framework of the EU Youth Programme (2000-2006) and the EU Youth in Action Programme (2007-2013), a lot of young people have built key lifelong learning competences (knowledge, skills and values) as individuals, trainers and facilitators. However, most of the initiatives under these programmes were mainly Eurocentric and failed to add a global dimension. Furthermore, especially in the New Member States, training opportunities and materials for youth organisations in relation to global issues are limited compared to, for example, training opportunities and materials for school teachers.

In order to support the introduction of Global Education into youth initiatives, the present toolkit aims to address global development issues in non-formal education and youth work through **learner-centred, participatory, dialogue-oriented and experiential methodologies**.

The objectives of the Youth of the World! Toolkit are to:

- introduce global perspectives into young people's local contexts;
- increase the capacity of youth workers in facilitating attitudinal change of young people towards a globalized society;
- provide practical tools and methodologies aimed at supporting young people to become responsible global citizens.

The toolkit is specifically developed for non-formal youth settings. It can be used by youth workers, youth leaders, trainers or facilitators to raise awareness of global issues among young people, connecting them to communities across the world.

The present toolkit is the result of the project "Youth of the World! Mainstreaming Global Awareness in Youth Work", co-funded by European Union. It was developed by a team of experts from six European countries, with a background in youth work and Global Education. The toolkit is based on research exploring attitudes of youth organizations towards global issues in relation to their own area of work. It was developed in close cooperation with young people, youth workers, trainers and other global education experts during two international project events: an International Workshop in Scotland (September, 2013) and an International Summer School for Youth Trainers in Cyprus (April, 2014).

By reviewing available resources on global education in youth work, the writing team concluded that there are many Global Education resources available. Therefore, the project team decided to use a product-based approach in order to connect real life experiences of young people in Europe to lived experiences of people across the globe. Therefore, the toolkit is divided into six main chapters, representing different commodities related to the everyday lives of young people: Water, Tobacco, Chocolate, Textiles, Mobile Phones and Meat. The products are used as a starting point for exploring global realities and global interdependencies. All activities address at least one of the following crosscutting global education themes: sustainable development, rights, diversity, health and lifestyle choices, social justice and equity, globalisation and interdependence.

Each chapter is set up in the same structure: introductory background information about the topic in the global context, two introductory activities and three activities exploring the topic in depth. At the end of each chapter, you can find links to additional information for further reading. The last chapter of the toolkit introduces four steps and suggestions on how to get active in your own community and how to take action as a responsible global citizen to foster a more just, peaceful, tolerant, inclusive, secure and sustainable world.

The authors of the Youth of the World! Toolkit wish you an exciting experience in engaging future global citizens!

Introduction to Global Learning

Global Education: Seeing the World in a New Way

Global Education encourages people to reflect on their attitudes, judgments and the world.

Our garlic comes from China, the music we listen to from the USA, the football we play with from Pakistan, our best friend from Germany, our jeans from Turkey, their components however, come from many different areas of the world and may have travelled thousands of kilometres. Global political, economic and socio-cultural developments are having more and more influence on our daily life. Many changes pass by unnoticed, some of them are welcome, but most of them today pose challenges that our grandparents would not have been able to imagine. This globalized world offers a lot of opportunities, such as easier traveling, more choices, easy access to knowledge, technology, products etc., but not for everybody!

People all over the world are affected by the increasingly complex nature of our world. Unanswered questions arise: How can we meet the challenges of workforce mobility and flexibility? How can we keep pace with rapid technological progress? How can we support participation in a pluralistic society? What are the consequences of our personal consumption? Given the fact that change does not bring all the answers, it is essential to have excellent critical thinking skills in order to be able to understand the complexity of our global interconnected society.

That is where Global Education comes in. From an educational perspective it deals with values and communicates knowledge and skills that help people to enjoy a fulfilling life in our globalised world. Global Education is a concept committed to global sustainable development and social justice and considers global issues and questions part of general education.

What is Global Education?

The term Global Education has been used in English-speaking countries since the 1970s. In central Europe the term Global Education was first used in the 1990s. Since then, on-going discussions have taken place regarding this concept in formal and non-formal education.

The following two common definitions of Global Education are often quoted and stated in the Maastricht Global Education Declaration, adopted in 2002:

- *Global Education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all.*
- *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship*

The World as One Whole – Global Education Topics

Topics related to Global Education are multifaceted. In our view, a quality education should encompass issues like social justice, distribution of resources, peace and conflict prevention, global climate change, relationship to the environment, intercultural dialogue and co-existence. According to the educationalist Wolfgang Klafki, the so-called "key issues of today and tomorrow" – by which he means topics that are vital for life and survival in today's world – are the starting points for learning in a global sense.

It is very important to note that Global Education is not primarily about far away problems of the "Third World". Global Education deals in particular with questions of the roles we all play in a globalised and diverse world. In this context it is also essential to acknowledge that our world-view is bound to our culture. Global Education invites us to encounter others' world-views respectfully and with curiosity.

Making the World Comprehensible: Teaching Methods in Global Education

Creating educational processes and methodological material in a reflective way plays an important role within the field of Global Education. The following cornerstones are essential:

- The starting point for the learning process is the learner's environment, experience and interests. Global Education should be designed to give learners the opportunity to reflect on their own values, attitudes and points of view, including prejudices and stereotypes. It should create an atmosphere where complex situations such as contradictions and the feeling of disorientation are allowed and considered. In addition, it should help learners to improve their skills in dealing with these problematic issues.
- Using a variety of methodologies is particularly important in the field of Global Education. This addresses people with different learning styles and includes various types of learning. The choice of methodology should be based on the learning content, with a main emphasis on social and interactive learning.
- An interdisciplinary and interconnected approach is central to Global Education.

The Global Education Learning Environment and Learning Approach

The Global Education learning approach focuses on learning as an on-going process, which cannot be narrowed down to content and predetermined learning and teaching roles. Being conscious of the fact that everyone is learner and educator is a fruitful approach, which puts everyone on an equal footing.

Global Education should not be limited by fixed timetables, room schedules and seating plans. Since Global Education addresses sensitive issues it is of particular importance to create an atmosphere where all participants are at ease, where free expression is welcome and where conflict and different opinions are discussed with respect. It is respect that enables us to live together and to take responsibility for the way we live our lives.

Instead of a Summary

Global Education does not teach specific content or points of view. Instead it enables learners to approach themselves and their environment in our globalised world with an open, critical mind and to form their own opinion and actively advocate for their point of view. Knowledge of global issues and respect for other people and our environment form the framework of the content and ideology of Global Education.

Global Education does not provide the answers to all the questions of our time, but offers the potential of supporting young people in becoming conscious global citizens who question the world and are committed to their ideals.

How to use the publication

Topic	Theme Activity	Sustainable Dev.	Rights	Globalisation & Interdependence	Health & Lifestyle	Consuming	Equality & Social Justice
WATER	Exploring the Water			X	X		X
	The Web of Water				X		
	Who Does The Water Belong To		X	X			X
	Water Audit					X	
	The Lifecycle Of A Plastic Water Bottle			X		X	
TOBACCO	Chain Talking				X	X	
	Tobacco Charades				X	X	
	Tobacco Children		X	X			X
	Research, Plan, Act	X		X		X	
	Debating Alternatives		X	X			X
CHOCOLATE	A Chocolate quiz		X			X	
	Who Gets What		X				X
	What Do You Know About Chocolate	X	X	X			
	Film Screening		X	X			
	Fair Trade Chocolate		X	X			X
TEXTILE	My Style My Responsibility			X	X		
	Fashion Barometer			X	X	X	
	Know Your Stuff		X	X			X
	Global Quiz	X				X	
	Piecework		X				
MOBILE PHONES	Pros and cons of mobile phones					X	
	What is technology justice?	X			X		X
	Fair working conditions	X	X	X			
	How do we tackle waste?	X	X			X	
	Global Mobile			X	X		X
MEAT	What is Meat?				X	X	
	Debating Meat	X			X	X	
	Creating 'live' Infographics	X		X	X		
	Land Deals	X	X				
	GMO – News Report	X			X		

Project partners



Creating Effective Grassroots Alternatives works for capacity building in different levels, changing attitudes and improvement of policies for social inclusion of disadvantaged communities. C.E.G.A. is a non-profit organisation registered under the Bulgarian Persons and Family Act in 1995 and re-registered in 2002 according to the new Act on legal entities with non-profit purposes as an organisation working for public benefit.

The work C.E.G.A. is doing can be defined in four main fields: 1) Capacity building for social inclusion of disadvantaged communities 2) Improvement of policies for social inclusion of disadvantaged communities 3) Changing attitudes for social inclusion of disadvantaged communities and 4) International development

The main target groups of the foundations are: local organizations and groups, mainly working with the Roma community; Public authorities both on local and national level and schools. The young people are cross-cutting priority target group in all fields and activities.

Web: www.cega.bg

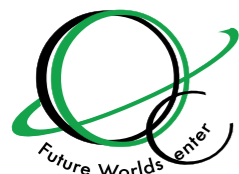


JAUNIMO
KARJEROS
CENTRAS

Juanimo Karjeros Centras (Youth Career and Advising Center) is an NGO with more than 10 years of experience in supporting youth and adults through non-formal education programmes and guidance services. It aims to meet public needs through education, scientific, cultural, social and legal initiatives. YCAC's target audiences are students from secondary and VET schools, universities and colleges; young adults, youth with special needs; educators (teachers, school managers, psychologists); community members, parents.

YCAV's fields of interest are career education and guidance, effective communication and life skills, global citizenship, language learning, gender empowering education and others.

Web: www.jkc.isprendimai.lt



Future Worlds Center is a non-profit, non-governmental, independent organization, active in implementing projects with a future orientation 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.

FWC's mission is to enable people to re-think and re-solve social challenges, both on the local and the European level. Our actions are positioned right at the edge of where social change can happen.

Web: www.futureworldscenter.org/



scotdec

Scotdec is a Global Education Centre based in central Edinburgh. There are five other centres in Scotland based in Glasgow, Coatbridge, Dundee, Dingwall and Aberdeen and we work together as the Consortium of Global Learning Centres.

Scotdec (Scottish Development Education Centre) has been in existence since 1984. As well as building a reputation for promoting and distributing development education materials, over the past years we have also produced and published a number of popular resources.

Scotdec has implemented and been partners in a number of innovative projects over the years.

Web: www.scotdec.org.uk



MTÜ Mondo is independent Estonian organization, which is devoted on development cooperation, global education and humanitarian aid.

Our mission is to support people living in vulnerable situation and communities to take care of themselves and to raise public awareness in Estonia about world's problems 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 (including rescue missions, post-disaster reconstruction activities and transition to development cooperation)
- managing and intermediating development cooperation
- public education and development education
- educating its members and the general public on the issues of humanitarian aid and development cooperation

Web: mondo.org.ee



Südwind Agentur was founded in 1997 as a non-profit NGO engaged in education and information work in the field of international development. On local, regional, national, and international levels, Südwind cooperates with organizations 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 actors.

Südwind's core competencies and key fields of activities are in the area of Global Education, in the production of media, in the introduction of international development issues and concerns into civil society initiatives, and in the compilation of studies on global issues. Our work also includes advocacy work for sustainable development and social justice.

Web: www.suedwind-agentur.at

Young People We Care (YPWC) is a registered youth-led and youth-focused, non-profit organization that is headquartered in Ghana. The organization 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 realization of the Millennium Development Goals and the promotion of a culture of peace and universal human rights for all.

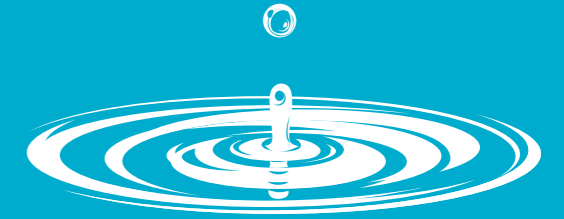
Our Vision is to provide a 'youthful voice' that seeks to address the numerous challenges facing leaders of tomorrow by effectively using young resourceful minds to influence the course of global policy formulation and development in a consistent and harmonized manner.

Our Mission is to:

- Provide young people with tools and resources for effective action
- Educate and inform the youth on global issues;
- Inspire youth to take action;
- Encourage youth participation in global issues;
- Identify and build sustainable partnerships aimed at youth development;

Web: www.ypwc.org/

Chapter 1 • Water



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BACKGROUND INFORMATION - WATER

Global majority faces water shortages 'within two generations' (written by Fiona Harvey, The Guardian)

The majority of the 9 billion people on Earth will live with severe pressure on fresh water within the space of two generations as climate change, pollution and over-use of resources take their toll, 500 scientists have warned.

The world's water systems would soon reach a tipping point that "could trigger irreversible change with potentially catastrophic consequences", more than 500 water experts warned as they called on governments to start conserving the vital resource. They said it was wrong to see fresh water as an endlessly renewable resource because, in many cases, people are pumping out water from underground sources at such a rate that it will not be restored within several lifetimes.

"These are self-inflicted wounds," said Charles Vörösmarty, a professor at the Cooperative Remote Sensing Science and Technology Centre. "We have discovered tipping points in the system. Already, there are 1 billion people relying on ground water supplies that are simply not there as renewable water supplies."

A majority of the population – about 4.5 billion people globally – already live within 50km of an "impaired" water resource – one that is running dry, or polluted. If these trends continue, millions more will see the water on which they depend running out or so filthy that it no longer supports life.

The threats are numerous. Climate change is likely to cause an increase in the frequency and severity of droughts, floods, heatwaves and storms. The run-off from agricultural fertilisers containing nitrogen has already created more than 200 large "dead zones" in seas, near to river mouths, where fish can no longer live. Cheap technology to pump water from underground and from rivers has led to the over-use of scarce resources for irrigation or industrial purposes, with much of the water wasted because of poor techniques. And a rapidly rising population has increased demand beyond the capability of some water resources.

In some areas, so much water has been pumped out from underground that salt water has rushed in to fill the gap, making water sources unusable and forcing farmers to move.

Most of the areas where water will be scarcest soonest are in poor countries, which have little resilience to cope. Many are also in areas where there is already political instability, tension or outright conflict, and the competition for water resources will heighten these problems.

But the scientists warned that the developed world would also suffer. For instance, there are now 210 million citizens of the US living within 10 miles of an "impaired" water source, and that number is likely to rise as the effects of global warming take hold. In Europe, some water sources are running dry because of over-extraction for irrigation, much of which is carried on in an unsustainable fashion.

Pollutants are also causing severe problems in the rich world – the scientists highlighted the role of endocrine disruptors, which can cause fish to change gender, and the long-term effects of which on human populations are as yet barely known.

"There is no citizen of the world who can be complacent about this," said Janos Bogardi, former director of the UN University's Institute for Environment and Human Security.

UN secretary general, Ban Ki-moon, added his voice to concerns about water security: "We live in an increasingly water insecure world where demand often outstrips supply and where water quality often fails to meet minimum standards. Under current trends, future demands for water will not be met," he said.

Source: The Guardian

PART 1: EXPLORING THE ISSUES AROUND WATER

ACTIVITY 1: Exploring the Water

Overview:

By reading and analysing the text, participants will explore the main global issues related to water. They will discuss the causes and consequences, as well as interdependencies related to water across the globe.

Goals:

- Get a better understanding of the interdependencies of water and various spheres of life
- Explore the water problems on local, national and global levels

Time Requirements: 90 minutes

Group Size: 10-25

Age Group: 17+

Materials Needed:

- A copy of the article "Global Majority Faces Water Shortages 'Within Two Generations'"
- Flipchart paper
- Markers

Preparation:

Prepare copies of the article "Global Majority Faces Water Shortages 'Within Two Generations'", one for every participant.

Instructions:

Part 1: individual task

Step 1. Distribute the copies of the article "Global Majority Faces Water Shortages Within Two Generations" (which can be found at the beginning of the chapter) to the participants and ask them to read it and mark the facts in it in the following way:

Symbol	The meaning of the symbol
+	Statements, which confirm what you already know
-	Statements, which contradict with what you were thinking you knew
!	New interesting and important facts
?	Statements/facts, which are unclear to you

Part 2: group discussion

Step 1. Divide into small groups of 4-5 people. Ask them to discuss what they have read in the article and try to answer the following questions. Write them down on the flipchart paper:

- What are the main issues highlighted in the article?
- How does it affect people in your local area?
- How does it affect people in your country?
- How does it affect people around the world?
- What are the causes of it?
- Are the causes the same for people around the world?
- What are the solutions to it?
- Are the solutions the same for people around the world?

- When something happens in one part of the world, does it affect people in other places?
- How is this a global issue?

Step 2. Ask each group to share their opinions with others in the plenary.

Debriefing and Reflection:

You can split the debriefing session and debrief after each part of the activity. The suggested questions for debriefing after the **individual** task:

1. What are the most interesting facts you found in the article?
2. What was new to you? Were there any facts you didn't know?
3. What surprised you the most in the article?
4. Are there any facts or statements you disagree with in the article?

Follow the debriefing after the group discussion by exploring what people have learnt from the activity. The questions for debriefing after the **group** discussion:

1. Were there any questions in the activity you found difficult to answer?
2. Which of the issues raised during the activity were you already familiar with?
3. Did you learn anything new you have never thought before?
4. Which issues around water that have been raised during the activity are most important for you, your local area, country, the whole world?

Follow-Up

You can follow up the activity by hanging up the posters prepared by each group in the room and use them for deeper discussions around concrete issues.

Tips for the Facilitation

- You may reduce the number of questions for the group discussion according to the amount of time you have, as well as to the abilities of the participants.
- Adapt the article or change it to another one according to the age and abilities of the participants.
- You may use photographs or videos depicting issues of water instead of the article.
- Be prepared for giving comprehensive explanations on the answers to each question.

ACTIVITY 2: The Web of Water

Overview:

In this activity, participants will brainstorm about links in the water cycle. They will explore and discuss the interdependency of water and various spheres, as well as the inevitable impact of all human activity on water and its consequences.

Goals:

- Get a better understanding about the water cycle
- Raise awareness about the implications of human activity on water

- Develop respect for the intrinsic value of life

Time Requirements: 45 minutes

Group Size: 7-25

Age Group: 17+

Materials Needed:

- A ball of thin string or strong wool
- A pair of scissors

Instructions

Step 1. Ask people to stand in a circle. Explain that they are to build a model web of water.

Step 2. 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 someone across the circle. He/she catches it. This person has to continue telling what happens with the water in the next stage of its cycle. They then hold onto the string and throw the ball to the third person across the circle. He/she has to think of the next step in the water cycle. They then throw the ball to the fourth person. 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".

Step 3. Take scissors and ask people to give specific examples of what damages this web of water, for instance, oil in the sea, fertilizing fields with dangerous chemicals, etc. For each example make one cut in the string web. Continue cutting until the group runs out of ideas.

Debriefing and Reflection

Start with asking how people feel seeing the web destroyed and 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:

1. Was it easy to name different stages of the water cycle? How good was the participants' knowledge of water?
2. How did you feel when you saw the web gradually being destroyed?
3. Whose responsibility is it to protect water sources?
4. The balance of nature is very complex and it is not easy to predict what the global consequences of a particular action will be. How then is it possible to make decisions about how we use the earth's resources?
5. We rely on our environment to provide us with food to eat and clean air to breathe. How can we implement our paramount duty to respect the environment that limits our rights to use it?

Follow-Up

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. Worlds Water Wars' (2008). The movie session can be followed by deeper discussions towards ensuring access to clean water for all.



Tips for the Facilitation

- Consult the worksheet on the water cycle while facilitating the process of building the web.
- Make sure you have enough string for building the web.
- If the ideas on the water cycle run out and the cycle closes before all of the participants were connected into the web, start the discussion from the first statement again. Stimulate the participants to be more creative.
- Be prepared for giving comprehensive explanations on the answers to any arising question.

WORKSHEETS

THE WATER CYCLE

Water is the basic element of nature. It needs to be replenished, purified and circulated again and again so that it can perform its functions. This is done through the natural process of the water cycle. It is a phenomenon where water moves through the three phases (gas, liquid and solid) over the four spheres (atmosphere, lithosphere, hydrosphere and biosphere) and completes a full cycle.

The water cycle includes 7 steps:

1. **Evaporation.** It is a process where water at the surface turns into water vapour. Water absorbs heat energy from the sun and turns into vapour.
2. **Condensation.** Water vapours up in the atmosphere. At high altitudes they change into tiny particles of ice /water droplets. These particles come close together and form clouds and fog in the sky.
3. **Sublimation.** This is a process where ice directly converts into water vapours without converting into liquid water.
4. **Precipitation.** The clouds (condensed water vapours) pour down as precipitation due to wind or temperature change. Also when the air cannot hold any more water, it precipitates. At high altitudes the temperature is low, thus droplets lose their heat energy and fall down as rain. If the temperature is very low (below 0 degrees), the water droplets fall as snow. Water also precipitates in the form of drizzle, sleet and hail.
5. **Transpiration.** This is a process where liquid water is turned into water vapour by the plants. The roots of the plants absorb the water and push it towards leaves where it is used for photosynthesis. The extra water is moved out of leaves through stomata (very tiny openings on leaves) as water vapour.
6. **Runoff.** This is a process where water runs over the surface of earth. When the snow melts into water it also leads to runoff. As water runs over the ground it displaces the top layer of soil with it and moves the minerals along with the stream. This runoff combines to form channels and then rivers and ends up into lakes, seas and oceans.
7. **Infiltration.** Some of the water that precipitates does not run off into the rivers and is absorbed by the plants or gets evaporated. It moves deep into the soil. The water seeps down and increases the level of ground water. It is called pure water and is drinkable. The infiltration is measured as inches of water-soaked by the soil per hour.

Source: Free Drinking Water

PART 2: GETTING DEEPER

ACTIVITY 1: Whom Does Water Belong To?

Overview:

Everyone has the right to access fresh water and sanitation. But is this really true? In this activity participants experience the inequalities related to access to fresh water and sanitation facilities around the world.

Goals:

- Raise awareness about the inequality of access to water and sanitation facilities across the globe
- Foster understanding of possible consequences of belonging to different social groups

- Promote empathy with the ones facing water related problems.

Time Requirements: 60 minutes

Group Size: 10-30

Age Group: 17+

Materials Needed:

- Role cards

Preparation:

Prepare the role cards, so that there are enough of them for each participant.

Instructions:

Step 1. Hand out the role cards at random, 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 getting into their role. 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?*

Step 2. Ask people to remain absolutely silent and form a line (like on a starting line). Tell them that you are going to read out a list of situations or events. 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.

Step 3. 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.

Debriefing 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:

1. *How did you feel stepping forward – or not?*
2. *For those who stepped forward often, at what point did you start noticing that others were not moving as fast as you were?*
3. *Did you feel that there were moments when your basic right to water was being ignored?*



4. Can you guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like?
6. Does the activity mirror the realities around the world? How?
7. What water related inequalities did you notice from this activity?
8. What first steps could be taken to address the inequalities in the world?

Follow-up

You can follow-up the activity with an in-depth discussions on exploring 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.

You can also continue with the activity "Journey through the Desert" in order to explore deeper the problems that water shortages cause to human beings.

The activity can be found at the website of the project: www.youthoftheworld.org

Tips for the Facilitation & Adaptation to Other Age Groups

- Make sure you have enough space in the room for all participants to move during the activity (if the weather allows you can do the activity outdoor).
- If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group.
- You can adapt the role cards and the situations according to local realities, needs and abilities of the participants.
- During the debriefing session you may ask people to explore who in the world has fewer, and who has more chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, you can ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person in order to ensure his/her right to water is respected.
- In the imagining phase (step 1) at the beginning, it is possible that some participants will know little about the life of the person they have to role-play. You may tell them that this does not matter especially, and that they should use their imagination and to do it as best they can.
- During the debrief 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.

WORKSHEETS

ROLE CARDS

- You are a 14-year-old daughter of an owner of a small enterprise in Cameroon
- You are a 16-years old girl with physical disabilities from the Philippines
- You are a 8-year old child living in an orphanage in Rwanda
- You are a factory worker in Bulgaria
- You are a hotel servant in Cyprus
- You are a local bank manager in Kenya
- You are a member of the government in India
- You are a member of the parliament in Scotland
- You are a primary school teacher in a small town in Indonesia
- You are a retired worker living in a small village in Bangladesh
- You are a wife of a local business man in Afghanistan
- You are a wife of a local farmer in Malawi
- You are an unemployed single mother from Lithuania
- You are the 12-year-old son of a farmer in a remote village in Ghana
- You are the owner of a successful import-export company in Austria

WORKSHEETS

SITUATIONS AND EVENTS

Read the following situations loudly. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved in relation to each other.

- 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, as well as reflect on the value of water and the ways of reducing its use.

Goals

- Compare amounts of water consumed individually
- Explore personal habits of using water
- Reflect on the value of water and ways of reducing the use

Time requirements: 90 min.

Group size: 10-25

Age group: 12-17, 17+

Materials needed:

- "Water Audit" worksheet
- "Water Consumption Guide" worksheet

Preparation

Prepare copies of the worksheets "Water Consumption Guide" and "Water Audit" for every participant of the activity.

Instructions

Step 1. Brainstorm with the group, common activities you do every day that require water.

Step 2. Distribute copies of the worksheets. Ask each person to review all daily activities they do that require water. Ask them to write all the activities down on the worksheet "Water Audit".

Step 3. Ask people to calculate their daily consumption of water by filling in the rest of the parts in the worksheet "Water Audit". They can use the average amounts of water consumption provided in the worksheet "Water Consumption Guide".

Step 4. Organize the participants into small groups of 3-4 participants. Ask each group to compare their individual results of the Water Audit and discuss the following:

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

Debriefing and Reflection

Start debriefing by asking how people feel about their individual results of the Water Audit. Ask the following questions:

1. Did anything surprise you about your individual results of the Water Audit?
2. Were there any major differences in the water consumption of your group members for a certain activity? If so, for which activities?
3. What causes the difference in water consumption among different people?
4. What are the main reasons to control individual water consumption? What are ways to do this?

Follow-up

You can follow up the activity by exploring water shortage problems in different countries and areas, their reasons and consequences, as well as possible solutions to cope with them.

Tips for the facilitation

- Depending on the abilities of your participants you can prepare a ready-made "Water Audit" worksheet including the main daily activities connected with the use of water.

WORKSHEET

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 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

* newer generally means less than twelve years old, older means more than ten years old. (Source: BBC News website)



Follow-up

You can follow-up the activity by exploring deeper the lifecycle of the plastic bottle. This can be done by watching videos explaining the cycle (i.e., Back2Tap video, available at <http://www.back2tap.com>).

You can also follow-up the activity by engaging the participants or letting themselves organize a campaign on reducing, reusing, or recycling plastic bottles of water. You may consult the "Getting Active!" section in order to plan and run a campaign.

Tips for the facilitation

- If you have a smaller group of participants, you will need to reduce the number of photos for the activity. Make sure you select the photos depicting the most important steps of the bottled water lifecycle.
- You may form groups of three participants instead of forming pairs for the activity, if you think that the participants will feel more comfortable to work in bigger groups.
- Make sure the photos used for the activity are good quality.
- Keep in mind that the plastic bottle production is its own process that comes with its own specific challenges and consequences.
- Be prepared to give comprehensive explanations to any arising questions.

PHOTO PACK "THE LIFECYCLE OF A PLASTIC WATER BOTTLE"





Credits of the picture: stlouispatina.com; countrywisdomnews.com; Carlos J. Ochoa Fernández; Andrew Mackinnon; divacup.com; gentlemanrook; Travis S.; penergyfromthorium.com; revistacardus.com; narragansettri.govpampoukkastrucks.com



PHOTO PACK "THE LIFECYCLE OF A PLASTIC WATER BOTTLE" - ANSWER KEY



PART 3: FURTHER INFORMATION

Statistics, policy documents, journals, articles

- United Nations inter-agency coordination mechanism for all freshwater and sanitation related matters (UN-Water): <http://www.unwater.org/>
- Water for Ages: <http://waterfortheages.org/>
- UN World Water Day: <http://www.un.org/en/events/waterday/>

Organisations, networks

- WaterAid: <http://www.wateraid.org/>
- Water.org: <http://water.org/>
- Blue Planet Network: <http://storiesofwater.org/>

Educational materials

- Water Education for Teachers (Project WET): <http://www.projectwet.org/>
- H2kn0w (youth) – Activity pack for youth group sessions: <http://learn.christianaid.org.uk/YouthLeaderResources/H2kn0w.aspx>
- Water Rights and Wrongs: A summary of the Human Development Report by Youth: http://www.undp.org/content/undp/en/home/librarypage/environment-energy/water_governance/water-rights-and-wrongs-a-summary-of-the-human-development-report/

Sample actions/campaigns

- Global hand washing day planner's guide: <http://globalhandwashing.org/ghw-day/tools>
- Tapped water campaign samples: <http://www.banthebottle.net/ban-the-bottle-campaign/>
- 100 ways to conserve water: <http://wateruseitwisely.com/100-ways-to-conserve/>

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Chapter 2

Tobacco



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BACKGROUND INFORMATION - TOBACCO

There is really no need to explain what smoking is. Smoking tobacco is a very common activity across cultures and continents. Young people are often a target group of information campaigns explaining the health implications of smoking. And every young person has been targeted by tobacco companies that encourage smoking, even if they don't know it. But let us state this very clearly – **health is not the only issue around tobacco.**

In most of the countries in Europe the main debate on tobacco is about smoking restrictions in public places and increasing taxes. But there is much more to consider. Every time someone lights a cigarette, think about all the processes leading to that moment: Why they started smoking on the first place? Was it their decision, really? We mean... really? Where was the tobacco they are inhaling grown? How? By whom? How did it reach them?

Growing, processing, transforming, transporting, advertising and selling tobacco is a business that brings billions and billions of dollars, euros or any other currency you can think of. It might seem quite local, but it is very global. It involves a number of stakeholders – from field workers overseas through huge transnational corporations to second-hand smokers.

Tobacco and the environment

In many tobacco-growing countries, evidence indicates environmental damage from tobacco agriculture. It mainly concerns deforestation necessary to increase farmland for tobacco growth and to cure tobacco plants. In many countries, wood is used to cure tobacco leaves and to construct curing barns. 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, the tobacco production and usage is connected to generating 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. Cigarette production also produces enormous amounts of litter, the main part of it being the cigarette butts, which are not biodegradable.

Tobacco and worker's rights

Growing tobacco is not as easy as smoking it or even quitting it. Tobacco growing is very labour intensive and requires 33 million workers globally at the early stages of the processing of tobacco, and 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 that is absorbed into their bodies. Victims feel a general weakness or shortness of breath, severe headaches, vomiting, dizziness, cramps, heightened blood pressure or speeded-up heart rates. Labour legislation does not provide sufficient protection for the workers – neither in terms of safe working conditions, nor in terms of fair wages or economic security. Overall, a large percentage of the profits from tobacco production go to large tobacco companies rather than local tobacco farmers.

Tobacco and children

Tobacco production is an industry that is riddled with child labour. It is impossible to know the exact number of children working in the tobacco industry in numerous countries around the globe. Children are forced by economic necessity to work with their families in the tobacco fields, risking their health, safety, and future. They are subjected to hazardous manual labour, physical strain, dangerous environments, and long hours. Children are sent to work on estates with their families – meaning they cannot attend school. Poverty and lack of education keep children at work on tobacco plantations. Children easily remain in the cycle of poverty, especially as they are exploited and denied education. But there is more to it. Children are also tobacco users, as research shows that the

age of smokers is dropping on a global level. Also, children around the world suffer as second-hand smokers often within the environment of their own families.

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. Apart from that, large amount of firewood, that could be used domestically for fuel and heating, are instead used for the curing of tobacco. Also 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. And yes, this makes cigarettes cheaper and more accessible to the global population.

Exporting smoking

The percentage of smokers is dropping in the Global North, but it is rising globally. That can only be caused by one thing – multinational tobacco companies are expanding in the Global South. Lobbying, poor legislation, legislative interference, advertisement, and low prices – these are some of the methods used by corporations to encourage smoking around the globe. And they seem to succeed.



PART 1: EXPLORING THE ISSUES AROUND TOBACCO

ACTIVITY 1: Chain-talking

Overview
This is a light exercise that allows the participants to get to know each other by talking to one another about different topics, including tobacco.

Note: Not to be confused with chain-smoking, even if it uses the same logic!

Goals

- Allow the participants to get to know each other and create a friendly environment
- Explore links between tobacco and other topics and spheres of life

Time requirements: 45 minutes

Room/Space Requirements:
Any space that will allow the participants to move, talk in small groups and sit in plenary

Group Size: 12

Age Group: 12+

Materials Needed:

- List of topics (see worksheet)
- Preparation
- Copy the list of topics

Instructions

Step 1: Ask the participants to get into groups of four. Let them know that this activity will allow them to learn more about each other by talking and sharing. If the people in the group do not know each other, introduce the rule that everybody should say their name in the small group every time a new person comes in.

Step 2: 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.

Step 3: Ask the group to discuss the next topic from the list for two minutes. Then every two minutes ask the groups to either swap one participant or start discussing a new topic from the list. Close the activity when all topics are discussed.

Debriefing and Reflection

Debrief the activity with the following questions:

1. Did you like the activity and how do you feel?
2. Did you find out anything interesting about other participants?
3. What was the most interesting story/idea/fact that was shared?
4. Did you find any connection between the questions? What?
5. All the questions can be connected to tobacco. Can you find out how?

Refresh some of the topics and ask the participants how they relate them to tobacco. Help them if needed, using the references in the attachment.

Follow - Up

Based on the interest of the participants on a particular topic, connected to tobacco, you can follow-up with some of the in-depth exercises like Mapping Tobacco, Tobacco Children or Investigative Reporters. Can be found on the website: www.youthoftheworld.org

Tips for the Facilitation

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

Topic	Possible references to tobacco
Discuss your childhood, place of birth and family;	Child labour in production of tobacco;
Tobacco companies working on specific strategies for attracting clients based on social status, family status, race, education, etc.	Movies are a tool for promoting smoking, used extremely intensive in the past but still used nowadays.
Discuss what is your favourite movie and why;	Movies are a tool for promoting smoking, used intensively in the past but still used nowadays.
Discuss if you take environmental protection in consideration in your everyday life;	Deforestation for the needs of tobacco growing and curing;
Pesticides used for tobacco production;	
Pollution from processing, transporting and using tobacco; non-degradable filters.	Tobacco is the most grown plant which is not used for food. Globally, we grow more tobacco than mushrooms, cherries, apricots.
Discuss what if you have a "bad habit" and how did it emerge;	
Discuss if you, a relative or a friend smokes and why in your opinion;	
Discuss what you would grow if you had a garden / what do you grow in your garden if you actually have one and why;	Tobacco is the most grown plant, which is not used for food. Globally, we grow more tobacco than mushrooms, cherries, and apricots.
Discuss who was your role model when you were younger and why;	Many "celebrities" participate in the direct or indirect advertisement of smoking.
Discuss what is your dream job and why.	Rights of the tobacco workers around the globe;



ACTIVITY 2: TOBACCO CHARADES

Overview

This is a variation of the famous social game Charades where one person needs to explain something and the rest need to guess what is the word or phrase that is being explained. The words suggestions in this game concern tobacco-related themes.

Goals

- Give knowledge about unpopular facts connected to tobacco production and consumption
- Entertain the group and create friendly atmosphere

Time requirements: 40 minutes

Room/Space Requirements

No specific requirements. It could be done in an informal environment, which allows people to sit in a circle for the debriefing.

Group Size: Minimum 3

Age Group: 12+

Materials Needed:

- Cards with words (worksheet)
- Copy of the factsheet (worksheet)
- In some variations of the game – poster (or a whiteboard) and markers

Preparation

Copy and cut the cards with the words/phrase suggestions attached. They are divided into categories. Print the fact sheet to give input after each answer.

Instructions

Step 1: Explain to the group that this will be a fun activity and it is connected to tobacco.

Step 2: The game is played easily – one participant receives a card with a word or phrase and he/she needs to explain to the others, who try to guess what the word or phrase is. When the group comes up with the correct answer, another participant receives a card and needs to explain. Participants go in turns so that everybody gets the chance to explain. Tell them that there are three ways to play the game and ask them to agree which one they prefer to use:

- Variation 1: The person who explains can only use body language.
- Variation 2: The person who explains can use speech, but is not allowed to say the words itself or words with the same root.
- Variation 3: The person who explains can only draw on the poster/whiteboard, but cannot talk or write words.

Step 3: Chose a category and start the game. Let the group know what the category is. No facilitation is needed during the game itself – let the group handle it. If you see them having difficulties, give input on the words/phrases in question with information from the factsheet. When the cards finish or the group starts losing interest you can ask them to sit in a circle for debriefing.

Debriefing and Reflection

Debrief the activity by asking questions, such as:

1. Did you like the activity and how do you feel?
2. Did you learn something new? What?
3. What strategies were used to explain countries? Geographical or cultural? Why?
4. What was the piece of information that surprised you the most?

If there were some questions, doubts and hesitations during a particular word/phrase, you can re-

sit it here and explore it further.

Continue with the questions:

5. Did you know much about tobacco?
6. Are you interested in researching on some aspects of the information given?
7. Do you think tobacco is the only product from our daily lives that we don't know much about? What else could be an example?

Follow - Up

Based on the interest of the participants on a particular topic, connected to tobacco, you can follow-up with some of the in-depth exercises like Mapping Tobacco, Tobacco Children, Investigative Reporters or Debating Alternatives.

Tips for the Facilitation

If the group is big (more than 10 participants), you can decide to divide into teams, where they have to guess the words/phrases in turns. In this case the game can take the form of a competition and scores can be recorded.

If the group is even bigger (more than 20 participants), you can think of having a few parallel games in smaller groups.



WORKSHEETS

Worksheet 1: Playing cards

Category: Top 10 Tobacco producing countries	Category: Celebrities photographed while smoking	Category: Crops grown less than tobacco globally
China	Robert Pattinson (<i>Twilight</i>)	Tobacco
India	Britney Spears (<i>singer</i>)	Mushrooms
Brazil	Ashton Kutcher (<i>Punk'd, Two and a half men</i>)	Tea
USA	Daniel Radcliffe (<i>Harry Potter</i>)	Strawberries
Turkey	Kate Moss (<i>model</i>)	Cocoa beans
Zimbabwe	Kate Winslet (<i>Titanic, The Reader</i>)	Onions
Indonesia	Sarah Jessica Parker (<i>Sex and the City</i>)	Apricots
Italy	Snoop Dogg (<i>rapper</i>)	Walnuts
Greece	Paris Hilton (<i>reality star</i>)	Cherries
Malawi	Lady Gaga (<i>singer</i>)	Artichokes

Category: Top 5 Cigarette exporting countries	Category: Famous people who died of smoking-related diseases	Category: Smoking cartoon characters	Category: Symptoms of "green tobacco sickness"
Germany	Winston Churchill	The Flintstones	Severe headache
The Netherlands	Walt Disney	Tom and Jerry	Vomiting
Poland	F Scott Fitzgerald	Pinocchio	Dizziness
USA	Sigmund Freud	Popeye	Speed-up heart rate
Indonesia	George Harrison	Bugs Bunny	High blood pressure

Worksheet 2: Factsheet

Category: Top 10 Tobacco producing countries

Tobacco is grown in over 125 countries, on over 4 million hectares of land, a third of which is in China alone. Since the 1960s, the bulk of production has moved from the Americas to Africa and Asia: land devoted to tobacco growing has been halved in the USA, Canada and Mexico, but has almost doubled in China, Malawi and Tanzania.

Top Country Producers	Thousands of metric tones
China	2 661
India	701
Brazil	568
USA	450
Turkey	260
Zimbabwe	175
Indonesia	147
Italy	132
Greece	130
Malawi	120

Source: *The Tobacco Atlas of the World Health Organization of the United Nations, 2002*

Category: Crops grown less than tobacco globally

Crop	Metric Tones
Tobacco	7,113,965
Mushrooms	5,987,144
Tea	4,518,060
Strawberries	4,366,662
Cocoa beans	4,230,790
Onions	3,588,038
Apricots	3,442,045
Walnuts	2,545,388
Cherries	2,102,651
Artichokes	1,440,903
Cinnamon	154,999

Source: *Food and Agriculture Organization of the United Nations, 2010*

Category: Top 5 Cigarette exporting countries

There are over 500 cigarette factories spread around the globe. These factories collectively produce nearly 6 trillion cigarettes every year, roughly 13% more than a decade ago. Note that the top exporting countries are not necessarily the top producing countries – in terms of production of cigarettes, the leading countries are China (41%), followed by Russia (7%), the US (6%), Germany (4%), and Indonesia (3%)

Country	Cigarettes exported in 2011, in billions
Germany	181 11
The Netherlands	115 35
Poland	89 49
USA	60 45
Indonesia	57 40

Source: www.tobaccoatlas.org, supported by the American Cancer Society and the World Lung Foundation

Category: Famous people who died of smoking-related diseases

- Winston Churchill. A heavy cigar smoker, Churchill nearly died several times during WW2. Died from a stroke in 1965.
- Walt Disney. Head of the entertainment corporation, died from lung cancer in 1966.
- F Scott Fitzgerald, novelist famous for the Great Gatsby. Died from a heart attack in 1940.
- Sigmund Freud, founder of the psychoanalytic school of psychology. Died from cancer of the jaw in 1939
- George Harrison, the youngest member of The Beatles. Died from brain cancer spread from lung cancer in 2001.

Category: Smoking cartoon characters

- The Flintstones were featured in a commercial of the tobacco company Winston. See the commercial here: <http://www.youtube.com/watch?v=FqdTBDkUEEQ>.
- Tom and Jerry are smoking in two of the classic cartoon episodes - Texas Tom and Tennis Chumps.
- Pinocchio is smoking in one of the most popular Walt Disney cartoon productions. See here: <http://www.youtube.com/watch?v=LvGZZ53Re-o>.
- Popeye – no need to explain. Can you even imagine the “healthy-lifestyle-promoter” Popeye without his pipe?
- Bugs Bunny is smoking a cigarette in a cowboy attire in the 1945 episode Hare Trigger. See here: <http://www.youtube.com/watch?v=THWCH2Nwsss>

Category: Symptoms of “green tobacco sickness”

The “green tobacco sickness” is caused by overexposure to the highly toxic nicotine in tobacco leaves that is absorbed into the bodies of workers who work with tobacco.

PART 2: GETTING DEEPER

ACTIVITY 1: Tobacco Children

Overview

This activity is presenting a case of child exploitation in a tobacco field. The activity is organized as a variation of forum theatre, which allows for the audience to participate and suggest solutions to the problem presented.

Goals

- Showcase child labour and factors around it
- Explore connections between child labour and our responsibility as consumers;
- Brainstorm on possible solutions against child labour;

Time requirements: 2 hours

Room/Space Requirements

Any space that can be separated into a “stage” and “audience”. Participants should be able to sit in a circle for the debriefing.

Group Size: 10

Age Group: 17

Materials Needed:

- Copies of the roles and scene description
- Objects, which identify with each of the roles (see suggestions in the roles list)

Preparation

Preparation is vital for this activity.

Gather a team of volunteers that would like to be the initial actors of the play. Have a preliminary meeting with them, explain the whole procedure, allocate roles and rehearse the scenes. Decide on the concrete lines together. Prepare them so that they will be comfortable improvising the reactions of their characters after each new intervention from the audience. It might be a good idea to have one or two people without a specific role who can jump in if the intervention suggested by the participants requires the appearance of a new character who is not present in the initial play.

Prepare signs with the labels “Scene 1: Malawi school”, “Scene 2: On the tobacco field”, “Scene 3: Tobacco Company”, “Scene 4: In your local shop”.

Arrange the room in theatre style – with space for the “stage” and chairs for the audience.

Instructions

Step 1: Shortly introduce the concept of Forum Theatre:

Forum theatre is a method designed by the Brazilian activist Augusto Boal as part of his concept Theatre of the Oppressed. As Boal himself describes it, Forum theatre presents a scene or a play that shows a situation of oppression that the Protagonist does not know how to fight against, and fails. The spectators (the audience) are invited to replace characters, and act out – on stage – all possible solutions, ideas, and strategies. All spectators have the same right to intervene and act out their ideas.

Step 2: Invite the volunteering actors to act out the whole play scene by scene. Then let the participants know that the play will be repeated and can be stopped at any time when a person from the “audience” has a suggestion for an intervention. The spectator should not explain what needs changing, but should replace any of the original cast (with the exception of the oppressor – the tobacco company boss) and act out their suggestion for change. When a spectator has an idea, he/she needs to state which character they would like to replace and in which scene. He/she should also take the object that identifies the character in question. The scenes are re-played as many times as ideas come from the spectators.

Step 3: After all ideas are tried out, the room should be re-arranged for debriefing.



Debriefing and Reflection

Debrief the activity by asking questions such as:

1. How do you feel?
2. Did you like the activity and why/ why not?
3. How did the initial scene influence you and why?
4. Is the boss the only oppressor?
5. What were the strategies that were proposed to change it?
6. Which is the best one? Is one intervention enough to solve the issue?
7. Is the story realistic? What about the proposed solutions?
8. What does the story tell us about relations between people from different parts of the world?
9. Does this only concern tobacco? What other example can you think of?

Follow-Up

You can continue working with the group with the exercises Debating Alternatives or Research, Act, Plan, putting the topic of child labour as a central one.

Can be found on the website: www.youthoftheworld.org

Encourage the participants to research the situation of children around the world, involved in the tobacco industry and/or other industries, as well as campaigns undertaken to address the issue.

Tips for the Facilitation

If the initial actors in the play are participants rather than colleagues or fellow facilitators, have in mind that this activity is a learning process for them, too. Before jumping to the scene, introduce the issue of child labour on the tobacco fields or ask participants to research it.

Make sure that you explain very clearly to the audience that every new act should propose something new and that the goal is to resolve the problem. What happens often is that the spectators act without suggesting a change of behaviour or worsen the situation rather than resolving it.

WORKSHEETS

Worksheet 1: Roles

Character	Suggestions for identification object
Azibo	Bag pack; colourful bracelet;
Teacher	Glasses; book
Azibo's mother	Chitenje – multi-coloured fabric, often worn around the head by the women in Malawi
Tobacco company boss	No need of an object as they cannot be replaced by audience
Tobacco company employee	Tie; folder with documents
Local shop owner	Apron;
Client	Wallet; bag; sunglasses

Worksheet 2: Scenes description

Scene 1: Malawi school

Azibo tells his teacher that he will not be able to attend school for the next couple of months, as his family is leaving for the tobacco fields. The teacher is disappointed and says that Azibo has made great progress, and that education is very important for him. Azibo will miss his school and the teacher, but he cannot do anything about it, as his family is in serious debt.

Scene 2: On the tobacco field

Azibo and his mother are collecting tobacco leaves. Azibo does not feel good; he vomits and lies on the ground. His mother already knows the symptoms of green tobacco sickness. She is worried but asks Azibo to stand up before the supervisor sees him, as the family might get expelled and replaced by another, "healthier" one.

Scene 3: Tobacco Company

The boss and the employer discuss marketing strategies. The employer says that he/she is concerned about intense journalist questions about the conditions of working on the tobacco fields and factories and child labour. The boss is irritated. He/she asks the employer to cover the story up and find out statistics that can clear the name of the company if it comes to that. If no such statistics exist, he should "create" them.

Scene 4: In your local shop

The client comes in and asks for a pack of cigarettes. The shop assistant asks if the client has read the newspaper – there's a report on alleged child labour in producing tobacco in Malawi. The client says that this is normal for such "uncivilized" countries, takes the pack of cigarettes and walks away.



ACTIVITY 2: Research, Plan, Act

Overview

This activity is a simulation of campaign planning, which allows the participants to explore the environmental issues around tobacco production and consumption, as well as to be innovative and creative.

Goals

- Support participants' research skills
- Explore the issue of deforestation and other aspects of environmental impact of tobacco production and consumption
- Link tobacco production to global environmental issues
- Strengthen skills such as cooperation, dialogue and decision-making
- Encourage creativity

Time requirements: 3 hours (the activity can be split in more than one day)

Room/Space Requirements

Any space that can allow for participants to work in groups. Computers or other devices with access to the Internet should be available.

Group Size: Min. 10

Age Group: 17+

Materials Needed:

- Posters
- Markers, paints
- Body paint
- Cameras or smart phones
- Computers or other devices with access to the Internet

Preparation

To be better prepared for the activity, it is recommended that the facilitator carries out his/her own preliminary research on the environmental impact of tobacco production and consumption.

Instructions

PART 1: Research

Step 1: Brainstorm with the participants how do they think the global production of tobacco is influencing the planet.

Step 2: Explain to the participants that they will undergo a simulation of a campaign with the aim to inform their peers about the ways global production and consumption of tobacco is influencing the planet.

Step 3: Divide the group into teams and ask them to find as much information as possible on the issue and especially information that they find interesting. Give them at least 45 minutes.

Step 4: Come together in plenary and ask each group to report. Debrief (see example questions below).

PART 2: Message

Step 1: Back in groups, participants are asked to think about a campaign message and choose the information they will use for their campaign. Give them at least 20 minutes for that.

Step 2: Come back altogether and ask each group to report.

Step 3: Give the big group time to decide for themselves on a common campaign slogan and on the pieces of information they will use for their campaign. Let them decide on the process and let them facilitate the discussion themselves. Intervene only if needed. Once they have agreed, debrief (see example questions below).

PART 3: Campaigning

Step 1: In groups, ask the participants to produce the content for their campaign, based on the mes-

sage and the information they selected. Each group should work on different campaign method. Here are three examples:

- Draw a poster, targeting young people to inform them about the ways global production and consumption of tobacco is influencing the planet;
- Create body art, targeting young people to inform them about the ways global production and consumption of tobacco is influencing the planet;
- Create a photo, suitable for a Facebook cover photo, targeting young people to inform them about the ways global production and consumption of tobacco is influencing the planet. Give them at least 40 minutes. Gather and show the results. Debrief.

Debriefing and Reflection

Debriefing after PHASE 1:

1. How do you feel?
2. Did you learn anything new?
3. Which was the thing that impressed you the most?
4. How did you approach the research?
5. Did the different groups find different information? Why is that?
6. Did you find controversial information? How did you choose which information to trust?
7. Why do you think there is controversial information?
8. What rules should we follow when we are gathering information?

Debriefing after PHASE 2:

1. How do you feel?
2. Are you happy with the result?
3. Was it difficult to come up with a common campaign vision?
4. What was the process? Was there a leader? Was everybody involved?
5. How was the small group working compared to the big group process?
6. What does that experience tell you about cooperation?

Debriefing after PHASE 3:

1. How do you feel?
2. Are you happy with the result?
3. How do you feel about the whole process through the three phases?
4. What did you learn?
5. Have you thought about this aspect of tobacco previously?
6. Does this only concern tobacco? What other example can you think of?
7. Is this a local or a global problem?
8. What is our responsibility in solving it?
9. Are the created products suitable for a real campaign?



Follow-Up

If the messages and the products have potential and the participants are interested to make a real campaign – make a real campaign!

Tips for the Facilitation

If the group is meeting on a regular basis, the activity can be split into more than one day. However, make sure that everybody participates in all sessions.

In the third part of the activity, you can offer other campaign methods, for example to create a brochure, a short video, small flash mob, etc.

ACTIVITY 3: Debating Alternatives

Overview

This activity explores the controversial issue of eliminating tobacco production and what happens with the people making their living out of it. It is done through the discussion of two texts, based on real life situations

Goals

- Explore the production of tobacco in relation to the issues of food security and poverty
- Think of ideas and alternatives of existing problems in relation to tobacco production
- Build skills for dealing with controversial issues and employ a multi-perspective approach

Time requirements: 1 hour and 30 minutes

Room/Space Requirements

Space that allows working in groups and sitting in a circle in plenary.

Group Size: 6

Age Group: 17+

Materials Needed:

- Printed worksheets, enough for each participant
- Flipcharts and markers
- Pencils or pens

Preparation

Print the worksheets.

Instructions

PART 1: Research

Step 1: Divide the group in small groups and give each group worksheet 1.

Step 2: Ask them to read it in groups and discuss the questions in the material, then present in plenary.

Step 3: Disseminate worksheet 2, which tells the story about tobacco farmers that make a living out of it. In groups, ask the participants to suggest solutions for the tobacco farmers. Ask them to write them down on flipchart paper.

Step 4: Gather in plenary to present the suggestions, discuss and debrief.

Debriefing and Reflection

Start with the questions:

1. How do you feel?
2. What impressed/surprised you most about the exercise?
3. Did you feel confused/uneasy at any point and where?
4. Did you feel the information is presented in a manipulative way?
5. Which text did you find more manipulative?
6. What was the difference between the discussion around the first and the second text?
7. Did you take into consideration all the perspectives of your ideas and suggestions?
8. What other examples can you think of?
9. How can we make sure that we have taken into consideration all perspective around an issue that we are exploring?
10. How can we handle controversial issues?



Follow-Up

You can connect this exercise with the exercise Tobacco Children and further discuss alternatives for children put in dependency of an industry, which is harmful for them.

Encourage research on different social campaigns and how they take into consideration all the aspects of specific issues and the needs of all stakeholders involved.

Tips for the Facilitation

If the group is small, you could discuss both worksheets in plenary, rather than splitting into small groups.

WORKSHEETS

Worksheet 1

While millions of men, women and children around the world are starving, the Food and Agriculture Organisation (FAO) estimate that nearly 3.9 million hectares of land throughout the world was under tobacco cultivation during the year 2009. And if you didn't know it, let us tell you – tobacco is not food!

Billions are being invested in growing tobacco in over 125 countries in the world. Global production of the crop exceeded 7.1 million tons. And if you didn't know it, let us tell you – tobacco is not food!

Mushrooms, strawberries, onions and apricots are only part of the edible plants that are being produced in smaller quantities than tobacco on a global level. In the meantime, feeding the world has become one of the biggest challenges of the 21st century. And if you didn't know it, let us tell you – tobacco is not food!

Cultivation of tobacco is one of the industries that supports cutting down woods. In some countries 45% of deforestation is attributed to the cultivation of tobacco. Trees are being unmercifully cut down, so that the land can be used for growing tobacco; or so that the wood material can be set on fire for curing tobacco leaves. And if you didn't know it, let us tell you – tobacco is not food!

This has got to stop! Ban the production of tobacco – once and for all!

Questions for discussion:

- 1) Do you see something wrong in the world today and what?
- 2) Do you think something needs to change?
- 3) What needs to change and how?

Worksheet 2

My name is Mehmed and I am 14 years old. I live in southern Bulgaria and my family has been producing tobacco for the last 80 years. My parents, my siblings and I all participate in growing tobacco in a family-owned estate here in the mountains. Tobacco is our only income, because there is no other work here.

My parents have been struggling with the family budget for a long time now. This is getting harder and harder as every year the prices of tobacco are decreasing and we never know how much we will be able to sell.

My country has been supporting tobacco producers with subsidies, but this is changing. Every year they say we are getting the subsidy for the last time.

Last year people with suits came and told us we should start growing something else on our land. They gave us many ideas, none of which could actually work. Growing tobacco is what we know. And if they think we can grow tomatoes on our land, they are welcome to come and try.

My father participated in all the protests that were organized by the tobacco farmers here. This year he said a few times he will set himself on fire if nothing changes. I'm scared that he will actually do it.

Growing tobacco is not an easy thing, I can tell you that. And I don't understand why after so much hard work my family is still so poor. Growing tobacco is the only thing that feeds us. And we are not the only ones.

Questions for discussion:

- 1) Do you see something wrong in the world today and what?
- 2) Do you think something needs to change?
- 3) What needs to change and how?



PART 3: FURTHER INFORMATION

World Health Organizations – Tobacco Free Initiative

<http://www.who.int/tobacco/en/>

The Tobacco Industry's Negative Impact on the Environment

<http://www.nsfra-adnf.ca/cms/file/files/pdf/factsheet.pdf>

Fair Trade Tobacco

<http://www.fairtradetobacco.org/>

Every Tobacco is Unfair Tobacco

<http://www.unfairtobacco.org/en/>

The Tobacco Atlas

<http://tobaccoatlas.org/>

International Labour Rights Forum – Stop Child and Forced Labour – Tobacco Campaign

<http://www.laborrights.org/stop-child-labor/tobacco-campaign>

UNODC:http://www.unodc.org/documents/drug-prevention-and-treatment/Discussion_guide_II_2012_12.pdf

<http://www.unodc.org/unodc/en/prevention/youth-initiative.html>

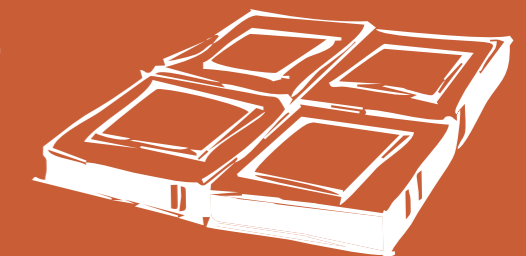
Further readings:

The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product That Defined America by Allan Brandt

Thank You for Smoking (USA, 2005)

Chapter 3

Chocolate



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BACKGROUND INFORMATION - CHOCOLATE

Our chocolate originates from cocoa beans, which come from cocoa pods that grow on cocoa trees. Each pod carries up to 20 or 30 seeds sitting in a sweet white pulp – these are the actual **cocoa beans**. Cocoa growing is labour intensive manual work. When cocoa pods are ripe and cut from the trees the beans undergo a process of **fermentation, drying, cleaning and packing**. Farmers sell the sacks to intermediaries who resell them to exporters. Unprocessed cocoa is then transported to chocolate producing countries for **roasting, crushing and grinding**. The processed ingredients are **cocoa butter and powder** and they are not only used not in chocolate production but also in cosmetics and the pharmaceutical industry.

Europeans and Americans eat an average of 5.2 kg of chocolate per year².

Whereas the majority of cocoa consumption occurs within the Global North, 70% of the world cocoa beans come from four West African countries: Ivory Coast, Ghana, Nigeria and Cameroon. It is a **primary source of income for 5.5 million smallholder farmers and provides a livelihood for 14 million rural workers and their families in the Global South**³.

The income of the cocoa producers in the Global South accounts for only a very small proportion of the costs of an average chocolate bar⁴. The price of cocoa beans has fallen rapidly since the 1980s resulting in decreasing income for cocoa farmers. Farmers cannot cover the cost of cocoa production, let alone invest in new cocoa trees or buy fertilizers and pesticides. 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 the 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 harm their physical and mental health and strip 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 less and less share from the revenue. The main cocoa processing companies together represent 56.2% of the market share of trade in crude cocoa⁵. **Two thirds of chocolate production is held by only 7 companies.**

Sufficient income is not the only essential condition for improving the lives of cocoa farmers and their families, but the entire cocoa value chain from farmer to chocolate companies needs considerable transparency. In the Global 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**.

PART 1: EXPLORING THE ISSUES AROUND CHOCOLATE

ACTIVITY 1: What Do You Know About Chocolate - A Chocolate Quiz

Overview

The Chocolate Quiz is an easy way to introduce themes like chocolate consumption, cocoa production and the issues behind chocolate industry. Through the quiz, participants will explore the world map and identify the countries producing most of the cocoa and those consuming the most chocolate.

Goal

- Critically study the issues connected with the chocolate industry
- Increase understanding of the issues behind the global chocolate industry
- Understand the interdependencies between the Global South and the Global North in chocolate production

Time Requirements 30 minutes

Group Size: 15- 20 people

Age Group: 12+

Materials Needed:

- Paper
- Pencils
- Large world map and/or internet connection

Preparation

Participants should be able to sit down in small groups and the room should have tables where participants can sit and write. To make it more interactive and support young learners, you can allow the group to use the internet to search for answers to the quiz.

Divide the group in 3 teams; let every team sit around a table. Put the world map on the wall.

Anleitung:

Step 1: Read out all the questions and ask the groups to answer every question. If you don't use the internet to search for answers, then each question should be provided with 3 choices.

Step 2: When the groups have answered all the questions, collect the answers and provide the participants with correct answers.

Step 3: Compare the answers and discuss them with the entire group.

Step 4: Let the participants see on the world map where cocoa is produced the most and where chocolate is consumed the most.

Debriefing and Reflection

Ask the participants if they liked the exercise and find out:

- How was the quiz – easy, difficult, interesting?
- What were the hardest questions or the easiest and why?
- Did you learn something new and what?
- Did you realize something you knew before but never reflected on? What was surprising?

Follow up

A quiz is a good way to introduce some of the topics and to get youth interested in exploring different issues around chocolate. You can continue with the activities *What Do I Know about Chocolate? - A Supply Chain Game* or *Who Gets What? A Sharing Game*.

2. International Cocoa Organization (2012): Quarterly bulletin of Cocoa Statistics, Volume XXXVIII No. 1, Cocoa Year 2011/12, table 41

3. Tropical Commodity Coalition (2010): Cocoa Barometer 2010, p.3; Hütz-Adams, F/ Fountain, A.C. (2012): Cocoa Barometer 2012, p.3

4. Gilbert, Christopher (2008): Value chain analysis and market power in commodity processing with application to the cocoa and coffee sectors. In: Commodity market review, 2007-2008, pp.8

5. International Cocoa Organization (2012): Quarterly Bulletin of Cocoa Statistics, Volume XXXVIII No. 1, Cocoa Year 2011/12, Table 1



You can also offer the participants to become active in a campaign to support better living and working conditions of cocoa farmers (like Make Chocolate Fair! Campaign – www.makechocolatefair.org.)

Tips for the Facilitation

Modify questions depending on the age group and general level of knowledge. If you have the possibility to use internet search engines, it might be a good opportunity to critically analyse different resources available in the web as well as tackle the general image of chocolate in the internet – what are the images you see?

All the participating groups could get small prizes, preferably Fairtrade chocolate.

WORKSHEETS

Chocolate quiz with 10 questions:

1. When and where was the first chocolate bar made?
2. How much chocolate does the average European eat per year?
3. Which countries are the top two producers of cocoa in the world?
4. Which essential minerals are found in chocolate?
5. Why is cocoa called the „food of gods“?
6. Which companies are the two biggest chocolate producers in the world?
7. What is the percentage share of the price of a chocolate bar that the cocoa farmers receive?
8. What is regarded as the most shameful problem in the contemporary cocoa industry?
9. What does the Fairtrade mark indicate on a chocolate bar?
10. What is the 'Make Chocolate Fair!' Campaign? What are its objectives?

Answers and explanations:

1. Spanish sailors brought Cocoa to Europe in the 16th century. Originally, cocoa was consumed as a cold liquid drink. Englishman Jopseph Fry from the company Fry and Sons started to produce solid chocolate in 1847. Milk chocolate was born in 1875 when a Swiss Daniel Peter added milk powder to cocoa.
2. An average European eats 5.2 kg of chocolate each year. Half of all the chocolate produced in the world is consumed in Europe, 22% in the US.
3. Cote d'Ivoire (35% of world production) and Ghana (22% of world production). 70% of the world production of cocoa comes from West Africa (in addition to Cote d'Ivoire and Ghana, cocoa is produced in Nigeria and Cameroon). Only 15% of the world production of cocoa comes from countries in South America. This is an interesting fact as cocoa originates from South America and was largely unknown to the rest of the world until the 15th and 16th century.
4. Magnesium, iron, chrome, copper and zinc. Raw cocoa contains lots of antioxidants, much more than is found in blueberries, goji-berries, red wine or pomegranate. You can enjoy chocolate in moderation as part of a well-balanced and active lifestyle – just don't forget that it is only half the equation. Exercise is also crucial for a healthy and happy lifestyle.
5. The world famous botanist Karl von Linne titled the cocoa tree *Theobroma cacao* or „food of gods“. Most likely due to the ancient aztec belief of cocoa's divine origin. Indeed, existing evidence shows that cocoa stimulates the release of substances in the body which create a sense of wellbeing and brain activity. It is reported that Napoleon carried chocolate with him on his military campaigns and always ate it when he needed a quick burst of energy.
6. The world largest chocolate producers are Mars Inc. (USA) and Mondelez Int. Inc. (USA). The two giants are followed by Nestlé (Switzerland), Hershey Foods Corp (USA), and Lindt & Sprüngli (Switzerland). Two thirds of the world chocolate market share belongs to these five companies.
7. Cocoa farmers receive 6% of the price that consumers pay for a chocolate bar. In the 1980s they received almost three times as much, 16%. Chocolate producing companies themselves reap the largest share of 70%. The retailers share has increased from 12% to 17%.
8. The use of child labour. In Côte d'Ivoire and Ghana alone, almost 2 million children are working on cocoa plantations, hundreds of thousands of them working under conditions not tolerated by international standards. The problem of child trafficking and forced labour is most severe in Côte d'Ivoire.



9. The Fairtrade mark on a chocolate bar indicates that the cocoa farmers have received a fair price for their harvest. The Fairtrade system forbids the use of child labour in cocoa production, supports social projects of the cocoa communities and supports environmentally sustainable farming practices.

10. Make Chocolate Fair! (MCF!) is an international campaign that mobilises youth in Europe to become active towards more justice in the global cocoa industry. The MCF! campaign covers 16 European countries and collects signatures for a petition demanding that companies take responsibility for social and ecological standards in their chocolate production.

ACTIVITY 2: Who Gets What? A Sharing Game

Overview

As in many commodities of international trade, companies of the global North capture the largest share of the value chain. This exercise explores how a bar of chocolate is divided among the four following groups: cocoa farmers, cocoa and chocolate companies, retailers and intermediaries. The cocoa farmers in the South account only for a very small proportion of the sales revenue of an average chocolate bar, for example, 6.4% in Ghana, 5.7% in Ivory Coast. This is compared to the share in the value chain of 16% in the late 1980s. By contrast, the cocoa and chocolate companies share has increased from 56% to 70% and retailers 12% to 17% over the same period of time. For more information you can have a look at the *Make Chocolate Fair* campaign factsheet:

http://makechocolatefair.org/sites/makechocolatefair.org/files/factsheet01_e6_boegen.pdf

Goal

- Campaign for fairer conditions for the cocoa farmers
- Increase understanding of injustice, empathy and solidarity
- Explore the issues around the global production and trade of cocoa and the issue of global justice in the chocolate business

Time Requirements 10 minutes

Group Size: 10- 30 people

Age Group: 12-17

Materials Needed:

- A big chocolate bar

Preparation

Divide the chocolate bar in 4 groups according to the values chain of chocolate production: chocolate and cocoa companies 70%, retailers 17%, intermediaries 7% and cocoa farmers 6%.

Instructions

Step 1: Divide participants into 4 groups.

Step 2: Share a bar of chocolate among them so that 1st group receives 70% of the bar, 2nd group 17% of the bar, 3rd group 7% and 4th group 6% of the chocolate bar.

Step 3: Ask the participants why they think the chocolate bar is divided this way. Discuss a bit before revealing that the division was based on the share of value chain of chocolate production. Debrief the activity!

Debriefing and Reflection

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

1. How was the exercise? How did you feel? What happened?
2. What was the exercise about?
3. How did you feel after the information about the values chain of chocolate production was told? Was this a fair division of the revenue? Why?
4. What do you think could be done to change the situation?
5. What did you learn or discover?



Follow-Up

The exercise can be followed by any of the following exercises.

Encourage participants to find out more about the issues around chocolate production, global trade and fair trade. Propose different projects or actions they could do, e.g. movie screening or meeting with a fair trade expert etc.

Tips for the Facilitation

For this exercise you could also bring a large world map to show the list of countries producing the most cocoa and those of consuming the most chocolate. You can also use the pictures of *What Do You Know About Chocolate? A Supply Chain Game* to illustrate the exercise.

If you work with young adults (17+) you could add Step 4 to the exercise where through a short role play/simulation, groups try to negotiate different percentages.

PART 2: GETTING DEEPER

ACTIVITY 1: What Do You Know About Chocolate? A Supply Chain Game

<p>Overview</p> <p>The exercise gives a good overview and illustrates the production and supply chain of chocolate.</p> <p>Goal</p> <ul style="list-style-type: none"> • Explore the issues connected to the chocolate production and the chocolate industry • Understand the interdependencies between the global South and the global North in chocolate production • Explore the concept of ethical consumption by looking into the details of a Fairtrade chocolate bar 	<p>Time Requirements: 15 minutes</p> <p>Group Size: 10 – 20 people</p> <p>Age Group: 12+</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • 11 pictures of the production and supply chain of chocolate (worksheet) <p>Preparation</p> <p>Divide the participants into three groups and prepare the pictures for each group.</p>
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Instructions

Step 1: Hand the pictures to the participants and ask people in three groups to organize the pictures in the correct order.

Step 2: All three groups should explain what is happening in the pictures they have organized.

Step 3: Check if the groups have all pictures in the correct order.

Step 4: Explain in more detail what is happening in the pictures and the different stages of chocolate production.

Step 5: Open up the discussion about the chocolate industry: where is chocolate produced the most (top 5 countries) and where is chocolate consumed (top 5 countries)? What are the critical issues connected to the chocolate industry? You can bring in different topics like working conditions, supply chain, fair trade etc.

Debriefing and Reflection

Ask the group to sit down in a circle. Debrief by asking the following questions:

1. How did you find the exercise? How was it? Was it hard to get the task done? Was it easy?
2. How was the process, how did you manage to organize the pictures? Based on what information or knowledge did you make your decisions?
3. What can we learn from this exercise?

Follow-Up

The exercise can be followed by any of the exercises in this chapter. Try to increase participants' awareness about the global injustice in the cocoa business. Invite youngsters to find out more about interdependencies in global trade: they could conduct a little research or contact a local fair trade organisation to introduce the topic through a workshop or other activities.



Tips for the Facilitation

If you have the possibility (ask Fairtrade or global education organisations in your country, they might help you), show participants a real cocoa bean, let them taste it or weigh the bean and let them calculate or imagine how many beans you need as a farmer in order to have one sack to sell or how much is needed to produce one chocolate bar, and how much work it actually requires.

Depending on the participants you work with, you can guide the discussion to challenge the stereotypes of workers in the south as helpless victims. Some helping questions could be: Have you ever tasted chocolate that was made in Africa? Why do you think Africans are producing cocoa but not making chocolate? What are the different issues connected to the production of chocolate?



1. Cultivation of seedlings: Growing and caretaking.

Cocoa trees grow in hot and damp climates around the Equator in countries such as Ghana and Brazil. They grow up to 5 m high, and they need shade. After 3-5 years each tree may produce more than 200 pods annually.

Photo: Infozentrum Schokolade



2. Cocoa trees and cocoa pods

Photo: Utz Certified



Photo: Infozentrum Schokolade





3. Harvesting of cocoa. Breaking the pods

There are two harvests each year, a light one in June-July and the main crop in October – February. Pods are split open using a knife known as cutlass. There are 30-40 beans in a pod. The beans are scraped out, the pods are turned into compost or are used to make soap.

Photo: Infozentrum Schokolade



4. Fermenting the beans

Cocoa receives its distinctive chocolate taste and flavour in the process of fermentation, which takes place on banana or plantain leaves for 5-7 days.

Photo: Gepa The Fair Trade Company /Anne Welsing



5. Drying the beans

Beans are then laid out to dry under the sun for up to 10 days on tables made out of bamboo or river grass. During this time, they are turned regularly to stop them from sticking together and to remove poor quality beans.

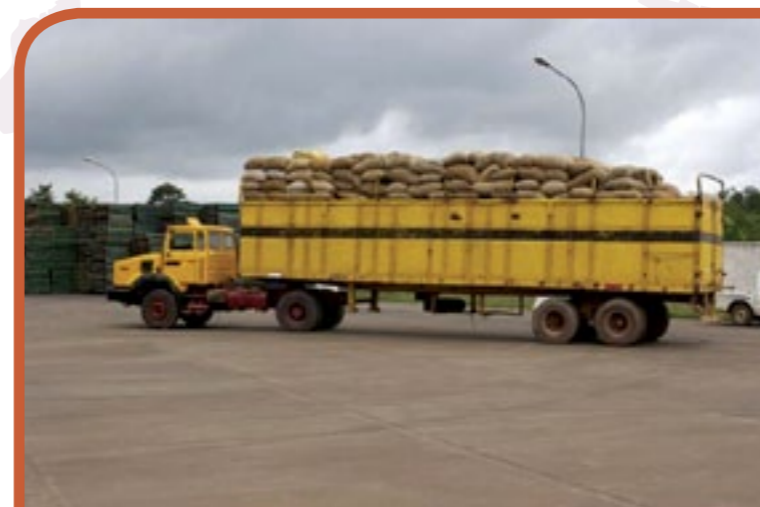
Photo: Utz Certified



6. Wrapping into sacks

The beans are packed into sacks and weighed by a recorder. Each sack should weigh 63 kg. The price of a sack in Ghana is regulated by Cocobod, the government cocoa board. In case farmers grow their cocoa by Fairtrade rules they can sell their harvest at a higher price.

Photo: Infozentrum Schokolade



7. Transport to the harbour

Sacks are stacked on trucks to be transported to a warehouse and eventually to a harbour to be exported by ship to Europe or the USA.

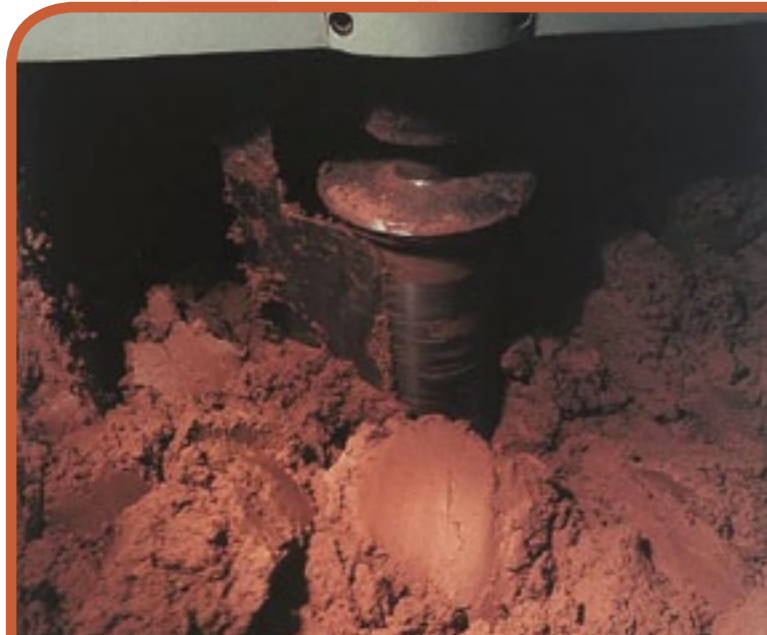
Photo: Utz Certified





8. Lodging the sacks to the factory

Photo: Infozentrum Schokolade



9. Grinding to cocoa mass. Press cake becomes cocoa powder

The beans are roasted and ground into cocoa mass. This produces cocoa butter which makes the chocolate melt in your mouth, and powder, which gives chocolate its irresistible taste.

Photos: Infozentrum Schokolade



10. Processing to chocolate

The cocoa powder and butter are mixed with milk, vanilla, or nuts, depending on the kind of chocolate being made. The runny chocolate couverture is moulded into blocks, bars, wrapped and packed. The finished product is transported to the stores.

Photo: Infozentrum Schokolade



11. Ready to eat!

Photo: Südwind e.V.



ACTIVITY 2: Film Screening (The Dark Side of Chocolate)

Overview

Movies can take us to somebody else's reality. U. R. Romano's and M. Mistrati's *The Dark Side of Chocolate* 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.

Goal:

- Become conscious of global influences and their relation to own experiences
- Explore the issues behind child labour and child trafficking in Ghana and the Ivory Coast
- Discuss the choices young people in Europe can make compared to their peers in Ghana and the Ivory Coast
- Understand the interdependencies between the Global South and the Global North in chocolate production

- Campaign for fairer working and living conditions of cocoa farmers

Time Requirements: 2 hours

Group Size: 10 – 30 people

Age Group: 12+

Materials Needed:

- LCD projector
- Reliable internet connection to screen the movie
- Link to the movie: <https://www.youtube.com/watch?v=7Vfbv6hNeng>

Preparation:

Prepare the room for the film screening. Invite guests to discuss the event. It can be your local or national NGO promoting fair trade, a representative of a national/local confectionary or an opinion leader advocating justice in the world.

Instructions

Step 1: Introduce the directors of the film and give a short overview of the film.

Step 2: Show the film.

Step 3: When the film has finished, start the discussion and ask participants if they liked the film. Encourage them to express their emotions and feelings experienced while watching the film.

Step 4: Ask the invited guest(s) to comment on the film and encourage the participants to ask him or her additional questions. Brainstorm together for possible solutions to promote justice.

Debriefing and Reflection

Ask the group to sit down in a circle. Ask them if they liked the event and:

1. How did you feel while watching the film?
2. What would you like to bring out from the movie? What was new, surprising, shocking for you? What questions do you have now?
3. What did you learn? Did you realise something you knew before but never reflected on?
4. Were you surprised at the conditions of cocoa farmers and the use of child labour?
5. What could be done to change or influence the situation? When you are going shopping next time, do you think this will influence you? What about your friends and family?

Follow-Up

Movies can have a very emotional impact and can therefore help young people to find out more about cocoa productions, global trade issues and possibilities to take action. Participants can learn more about campaigning and join the *Make Chocolate Fair!* Campaign, www.makechocolatefair.org, or any other campaign to support cocoa farmers. Contact your local Global Education organisation to learn more about your options and future action.

Tips for the Facilitation

Check out and use national documentaries about this subject if available, for example in Estonia *Pealtnägija* (14/03/2012): <http://uudised.err.ee/index.php0&popup=video&id=46641>



ACTIVITY 3: Fair Trade 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 Fairtrade.

Each group tries to make as much money as possible by using the materials they have been given. They can make money by selling cocoa beans to the intermediary buyer. Two groups are Fairtrade producers which gives them the benefit of stable prices and a premium for community welfare projects. During the game the price of cocoa in the world market changes. In the end the farmers get to decide communally on how to use the revenue gained.

Fair Trade = Fair trade (as a movement in general) is a trading partnership, based on dialogue, transparency and respect that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the Global South.

Fairtrade = Fairtrade Labeling Organization International (FLO) certification system

Goal:

- To critically study the development issues around global production and trade of cocoa

- To understand the concept and system of Fairtrade
- To understand the challenges of cocoa farmers

Time Requirements: 45-60 minutes

Group Size: 15 – 30 people

Age Group: 12+

Materials Needed:

- 5 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 for marking down the gains
- A clock to time the exercise

Preparation:

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 shape model and one role card in each envelope. Two groups (Madina and Dome villages) will also have 40 small stickers in their envelopes.

Instructions

Step 1: Divide people into 5 groups and ask them to sit around tables (as many as there are groups)

Step 2: Give each group one envelope.

Step 3: 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. Depending on the quality of the product you as the buyer will mark down their gains. The groups will have exactly 20 minutes to produce as many cocoa beans as possible. At the end of the game the groups will know their score. The best group, which makes the most money will use them 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. The information about the Fair Trade 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.

Step 4: 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 i.e. 180 USD/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 FT sticker on it, the price will be 210 USD/bean plus 21 USD premium (if it is cut exactly according to the bean model). Write down all the money each group has earned on the table.

Step 5: 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 bean (= one cut out bean) from now on only costs 150 USD. Fairtrade cocoa bean remains 210 USD plus the 21 USD premium.

Step 6: The groups continue to produce and sell cocoa beans for 20 more minutes. Announce 5 minutes before the time is over that time is coming to an end.

Step 7: Count and announce how much money each group has gained. For the two FT groups also 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. Premium needs to be used for communal benefit. They will have 5 minutes to discuss how to use the money.

Step 8: After 5 minutes ask the group to explain how they will use the money.

Debriefing and Reflection

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

- 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?

Follow-Up

This is a good follow-up exercise for *What Do You Know About Chocolate? A Supply Chain Game*, since it engages the emotional side of the learning. It also illustrates who takes part in the production and the supply chain of chocolate.

The exercise can be followed by a variety of activities. Support and guide participants to find out more about interdependence in global trade, for example by conducting a small research about fair trade or help them to get in contact with local organisations that share the values of the fair trade movement.

Tips for the Facilitation

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.



WORKSHEETS

Cocoa Bean Shape:



Group Role Cards

Group 1: Madina village

Your village has a small school and well, but you lack a sports field. Your children would like to play football, volleyball and other sports. People also have very little money to buy schoolbooks for their children. The sports field would cost around 2000 USD and schoolbooks from 100-500 USD. Each farmer needs at least 200 USD for the upkeep of his/her family. They would also need to invest 100 USD into their farm to get a better harvest of cocoa next year.

You have a Fairtrade cooperative. Your group can use the stickers attached and put them on the cocoa beans you produce. For these cocoa beans you can get a stable price plus an extra premium for community welfare projects.

Group 2: Dome village

Your village has a school and a sports field, but your well is too far from the village centre and you would like to build another well. The well costs around 2000 USD. You would also like to have sports equipment for the children, which cost 100-500 USD. Each farmer needs at least 200 USD for the upkeep of his/her family. They would also need to invest 100 USD into their farm to get a better harvest of cocoa next year.

You have a Fairtrade cooperative. Your group can use the stickers attached and put them on the cocoa beans you produce. For these cocoa beans you can get a stable price plus an extra premium for community welfare projects.

Group 3: Taifa village

Your village has a school, a sports field and a well but your children do not have enough schoolbooks and the school is in bad condition. Renovation of the school would cost around 2000 USD. Schoolbooks for the children cost 100-500 USD. Each farmer needs at least 200 USD for the upkeep of his/her family. They would also need to invest 100 USD into their farm to get a better harvest of cocoa next year.

Group 4: Lashibi village

Your village has a school, well and a sports field but the market place is in bad condition. The renovation of the current market place costs about 2000 USD. The local clinic also needs more medicines, which costs 100-500 USD. Each farmer needs at least 200 USD for the upkeep of his/her family. They would also need to invest 100 USD into their farm to get a better harvest of cocoa next year.

Group 5: Bekwai village.

Your village has a school but you would like to build an extra classroom for the children. Your children also lack basic health care medicines. A new classroom would cost about 2000 USD. Medicines for children would cost 100-500 USD. Each farmer needs at least 200 USD for the upkeep of his/her family. They would also need to invest 100 USD into their farm to get a better harvest of cocoa next year.



Cocoa resources - www.globalexchange.org/fairtrade/cocoa/resources

Videos

BBC: Chocolate The Bitter Truth. Reporter Paul Kenyon poses as a cocoa dealer to uncover the extent of child labour in the chocolate trade.

<http://www.bbc.co.uk/programmes/b00rqm4n>

Miki Mistrati: The Dark Side of Chocolate. The Dark Side of Chocolate is a 2010 documentary film about the exploitation and slave-trading of African children to harvest chocolate.

<http://www.thedarksideofchocolate.org>

Miki Mistrati: The Shady Chocolate. The Shady Chocolate is a documentary film where Miki Mistrati tries to find out if the chocolate industry speaks the truth, when they say that they provide education, medical care etc. for the children of the Ivory Coast.

<http://www.shady-chocolate.com>

Statistics Used in Introduction Chapter:

International Cocoa Organization (2012): *Quarterly bulletin of Cocoa Statistics, Volume XXXVIII No. 1, Cocoa Year 2011/12*

Tropical Commodity Coalition (2010): *Cocoa Barometer 2010*, p.3; Hütz-Adams, F/ Fountain, A.C. (2012): *Cocoa Barometer 2012*, p.3

Gilbert, Christopher (2008): *Value chain analysis and market power in commodity processing with application to the cocoa and coffee sectors*. In: *Commodity market review, 2007-2008*, pp.8

Chapter 4

Textiles



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BACKGROUND INFORMATION - TEXTILES

When we are shopping for clothes, some of us look for convenience others decide on the look. Clothes are highly socially relevant: we continually bow to fashion trends and the saying „clothes make the man“ is still, unfortunately, relevant. But do we know where our clothes come from? Under what conditions are clothes made? Who earns how much with clothes?

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 world's consumers spend around 1 trillion US\$ a year buying clothes, with around one third of sales in the European Union, one third in North America and one quarter in Asia. The market in garments is dominated by an ever smaller number of big companies. These companies deal mainly with retailing, the lucrative side of the garment industry, while manufacture is sub-contracted across the world.

Cotton production

The cotton plant belongs to the mallow family, hailing from the rainy and warm tropics of Asia, Africa and Latin America. The Mayas in Mexico and the Incas in Peru already cultivated the plant over 7000 years ago. Today, cotton is produced in more than 80 countries on all six continents of the world. The sophisticated plant requires frost-free warm weather, lots of sun and plenty of water to grow. Main producers are China (32%), India (23%) and the USA (12%).

The processing of cotton fibres into fabrics and clothing was invented in many parts of the world independently. Due to the good suction and durability of cotton, it is the most important natural fibre in the textile and clothing industry. The annual cotton harvest of about 25 million tons represents one third of the global textile fibre production and equals approximately, 60 billion T-Shirts.

Although cotton originally comes from the warm and humid tropics, it is now cultivated mainly in dry areas, because for the cotton harvest, rain is extremely unfavourable. However, the plant needs a lot of water. The cultivation of the cotton needed for a single T-shirt requires up to 2000 litres, or 10 bathtubs full of water. 60% of the cotton fields across the world depend on irrigation. That corresponds to about half of all irrigated land in the world. The warm climate and irrigated moist soil promote the spreading of disease and pests, such as whiteflies, aphids and the caterpillar capsule. To combat these large amounts of pests, pesticides are used. Cotton is sprayed with agricultural poisons of all types, 20 to 25 times per season. Although cotton is grown on only 2.5% of the world's available arable land, 16% of all insecticides are sprayed on cotton fields. More than half of all pesticides are used in India alone, the second largest cotton producer in the world, although it only takes up 5% of the world's agricultural land. No other agricultural cultivation requires that many plant poisons.

The massive use of plant toxins in the cotton fields destroys not only pests, but also many beneficial and important insects that increase soil fertility. In addition, the toxins contaminate many places like rivers, lakes and groundwater. In cotton growing areas, plant toxins can be detected in drinking water and in food and animal feed.

99% of the world's cotton farmers live in the Global South, farming less than two hectares of land. They often lack the necessary knowledge and equipment to protect themselves and their families from the hazardous pesticides. Three of the ten plant poisons used in cotton cultivation are most often classified by the World Health Organization (WHO) as high to extremely dangerous and seven as moderately hazardous.

The garment industry – a global 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, in another language and culture. The garment industry is a major employer across the world: in Asia for example over 15 million people are employed by the industry. Transactions often occur through a complex network of agents, sub-contractors and suppliers. So fragmented is this side of 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 may be young girls from rural villages who make the journey to the city to earn money for their families. They may also be mothers with dependent children.

The specific preference for women workers – and especially young women – is rooted in the fact that the most vulnerable are the easiest to exploit. Socially stigmatised and often deprived of the schooling their male colleagues have received, they are afraid to speak out about the difficulties they face inside and outside the workplace. Maternity leave, while granted in theory, is rare in practice. Long hours mean they finish work late at night, when they may face a dangerous walk home.

Most of the workers are not aware of their rights, and the management will not allow them to form a union in the factory. The climate of fear means that no one in these factories dares to form a trade union. "If anybody tries to form a union he will be dismissed from his job. We never tried to organise a union due to fear of losing our jobs. Workers are afraid of losing their jobs if the employer knows that they are involved in trade union activities", said Abdul, a worker in a Bangladeshi factory, which is producing garments for European retailers.

Poor wages are a major problem for garment workers all over the world. Governments set minimum wages very low to attract foreign investors. In many garment-exporting countries the minimum wage does not allow people to live with dignity. They need a living wage. A living wage means that the wage a worker earns in a standard working week is enough to provide for their own and their family's basic needs - including housing, education and healthcare as well as some discretionary income for when the unexpected happens. For many workers, the lack of a living wage means they must work long hours to earn overtime or bonuses and cannot risk refusing work due to unsafe working conditions or taking time off for ill health. "We force ourselves to work long hours because the salary is not enough to live on, especially because my parents are dependent on my salary as well" says Horn Vy, a 25 year old garment worker in Cambodia.

Low wages mean that workers often have to rely on loans just to make ends meet and have no savings to use if they find themselves out of work, due to illness, unexpected factory closure or if there is a disaster such as a building collapses or there is a fire.

Many garment factories lack basic safety. Millions of workers have no choice but to risk their lives in order to afford a decent life. On April 24, 2013, the Rana Plaza building in Dhaka, Bangladesh, which housed five garment factories, came crashing down, claiming 1.135 lives. Cracks had appeared in the wall the previous day, yet thousands of garment workers were forced to return to work in the factories housed on the upper floors.

The problems are illegal building construction; overcrowded factories; dangerous electrical systems and machinery; and the lack of fire-fighting equipment, emergency exits and training. These calls went largely unheeded by government and industry alike.

Since 1990 at least 2.200 Bangladeshi garment workers have been killed and thousands more injured in at least 300 safety incidents.

In recent years fashion designers have created new demand for blue jeans which comes with a pre-worn look. To meet this demand, the process of sandblasting was introduced as a cheap and easy way of 'distressing' jeans. Sandblasting involves firing abrasive sand onto denim under high pressure, whether in a machine booth or simply via an air gun attached to a hose. Often performed without proper ventilation, safety equipment or training, the practice exposes workers to serious risk of silicosis, the deadly lung disease caused by inhalation of silica dust. A young Chinese worker



observed: "In our department, it's full of jeans and black dust. The temperature on the shop floor is high. It is difficult to breathe. I feel like I'm working in a coal mine."

It is almost a decade since doctors in Turkey first raised the alarm about the threat of silicosis in the garment industry. In response to the growing number of deaths and illness among young denim workers in that country, the Turkish government introduced a national ban on sandblasting in 2009. The following year, over 40 major denim brands announced bans on the use of sandblasting in the production of their jeans. Yet the practice of sandblasting continues, now augmented by other harmful finishing techniques such as hand sanding or chemical spraying.

Fact-Box – Cotton

- Main cotton producers: China (32%), India (23%) and USA (12%)
- Annual cotton harvest: 25 million tons; 1/3 of global textile fibre production (= 60 billion T-Shirts)
- 1 Shirt needs ~ 2.000 litre water (= 10 bathtubs)
- Cotton is sprayed with agricultural poisons 20-25 times per season (16 % of all insecticides are sprayed on cotton fields!)
- 99 % of the world's cotton farmers live in the Global South & have no equipment to protect themselves from hazardous pesticides

Fact-Box – Garment industry

- Global industry – complex network of agents, sub-contractors and suppliers (companies do not always know exactly where and under what conditions their products are made)
- Major employer (e.g. Asia ~ 15 million people working in this industry) – most of the employees are young women
- Very bad working conditions: no maternity leave, long hours, not aware of worker's rights, no unions, repression by fear of losing the job, very poor wages (minimum wage in those countries are too low → no "living wage!"), lack safety standards (many workers die every year – see Rana Plaza), overcrowded factories; dangerous electrical systems and machinery, lack of fire-fighting equipment;
- Pre-worn look → sandblasting, hand sanding and chemical spraying exposes workers to serious risk of silicosis (= deadly lung disease)

PART 1: EXPLORING ISSUES AROUND TEXTILE

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 (focus on: clothes).

Goals

- Get to know each other
- Overcome personal barriers
- Become conscious of global influences and connect to own experiences

Time Requirements: 15 – 20 minutes

Room/Space Requirements: Participants should

have enough space to walk around in the room.

Group Size: 10 – 30 people

Age Group: 12+

Materials Needed:

- Bingo sheets
- Pencils

Preparation:

Review the statements in the bingo sheet and check whether they are applicable for the group of participants. If some are not relevant, feel free to adapt them.

Instructions

Step 1: Hand the bingo sheets and the pencils/pens to the participants and ask them to gather as many signatures from the people in the group as possible.

Step 2: The participants walk around and ask others from the group to answer the questions on the bingo sheet. If the person can affirm the question, they sign the statement.

Step 3: The person who has at least ten out of 12 names on the sheet shouts out "BINGO".

Debriefing 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:

1. Was it hard to get the task done? Was it easy?
2. Did you learn something new and what?
3. Did you get interesting information about the other participants in the group? What was the most common statement? What was the rarest?
4. Were you surprised at how many things around you have something to do with globalisation?
5. What else could be added as a statement on the sheet?

Follow-Up

The exercise is a good appetiser and could easily be an introduction, followed by any of the exercises in this module.

Tips for the Facilitation

- The winner might be rewarded with a small prize for his/her efforts
- If the group size exceeds 20 people, the facilitator may demand 10 different names on the bingo sheets



Has got a Facebook/ Twitter/ Skype account ...	Wears second hand clothes ...	Knows, what a Trade Union is ...
Knows what fair trade means ...	Knows, what Sumangali means ...	Knows, how much a worker gets for the production of a pair of jeans ...
Has a friend from outside Europe...	Speaks more than one language ...	Knows the three countries, where our clothes are mainly produced ...
Knows to which continent Bangladesh belongs ...	Knows where his/her T-shirt comes from ...	Buys only clothes from "cool" labels ...

ACTIVITY 2: FASHION BAROMETER: AGREE – DISAGREE

Overview

This exercise can be used in different stages of a project to work with young people on the topic of critical consumption and the challenges in the global garment industry. It focuses on the different positions of the participants according to pointed statements and enables a common thinking process.

Goals

- Start thinking of own attitudes about fashion and consumption
- Explore different opinions and attitudes about the topic within the group
- Raise some important issues in the discussion about fashion and consumption by using provocative worded statements

Time Requirements: 30 minutes – 45 minutes (depending on the number of statements you use)

Room/Space Requirements: The room should be big enough, so that the group can stand in a row next to each other.

Group Size: 5– 20 people

Age Group: 17+ (can also be adapted to younger participants, depending on the questions you choose)

Materials Needed:

- 1 paper reading "I agree"
- 1 paper reading "I disagree"

Preparation:

Think of polarizing statements connected to the fashion and garment industry. Try to find a good mix between local/global, personal/social, easy/serious, and political/economical dimensions.

Prepare the room, so that you have enough space for this exercise. Put two papers in two opposing corners of the room and make sure that there is enough space between them.

Instructions

Ask the participant to stand on the FASHION BAROMETER (the invisible line between "I agree" and "I disagree") according to their own opinion to the statements you read out loud.

Suggestions for statements:

My clothes help me express my personality.

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

Our generation is much more addicted to fashion than 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.

Fair trade clothes are too expensive for young people.

After each question ask some of the participants to tell the group why they stand on this specific place between "I agree"/"I disagree".

Note: Important: just ask them, don't judge the answer! And try to avoid a discussion. This exercise is more about making different positions visible and not about direct discussion.



Debriefing and Reflection

After the exercise you can ask the participants to sit down and start the feedback, using questions such as:

1. *Did you like this exercise?*
2. *Was it easy to decide where to position yourself?*
3. *Was it difficult to just listen to the others without answering spontaneously?*

Follow-Up

The exercise can be repeated, either with the same topic or with a new one.

Tips for the Facilitation

- It is highly recommended to choose very explicit, polarizing statements to have more diverse answers
- Try not to judge the answers – the answers of the group will display the diversity of opinions
- You can tell the participants that they can move and even change their position during the process of “explaining your opinion”

PART 2: GETTING DEEPER

ACTIVITY 1: Know Your Stuff: Simulation Exercise

Overview

Starting from a low-threshold exercise, participants become aware of the complexity and global interrelationships regarding an everyday product.

Goals

- Discover globalised production processes behind clothes
- Learn about uneven distribution of profit and power
- Become conscious of global influences and their relation to own experiences

Time Requirements: At least 45 minutes (depending on the group size)

Room/Space Requirements: Participants should have enough space to discuss and work in small groups

Group Size: 5 – 15 people; the exercise will get more complicated, the bigger the group is

Age Group: 17+ (probably also younger – depending on the group)

Materials Needed:

- Pins
- Cards with production stages
- Cards with stakeholders
- Pencils, scissors
- Spider-web (2 for every participant)
- T-Shirt or Jeans
- A piece of cotton or absorbent cotton
- World map (peters-projection⁶)
- Flipchart, Pin board (eventually)
-

Preparation:

All the worksheets and the material needed should be prepared. The parts and steps could be written on a Flipchart to make the learning process clear right from the beginning.

Instructions

Part 1: My favourite T-Shirt

Step 1: Ask the participants what clothes they like most (e.g. what is their favourite piece of their wardrobe) and which aspects govern their decisions (e.g. brand, fashion magazines, price, production conditions, friends clothing). Collect the answers on a Flipchart. Ask the participants afterwards if they know where their favourite piece was produced. Let them find the countries on the world map.

Part 2: Where do all the T-Shirts grow?

In this part, information regarding the commodity chain and key stakeholders are discussed.

Step 1: Show a t-shirt and a piece of cotton (or absorbent cotton) to the participants and ask them if they could imagine how the latter is transformed into a t-shirt.

Step 2: Use the cards with the single steps from the worksheet PRODUCTION STAGES for the discussion and ask the participants to find the correct order. Find the countries where the production stages take place on the map used in Part 1. You can use wool or another thread to show the journey from the natural resource to the customer. Name some problems linked to the production process: ecological problems connected to cotton growing, labour rights violations at the factories, competition amongst companies.

⁶ The peters-projection is a world map that is an „equal-area“ projection. This shows sizes in proportion while sacrificing true shape.



Step 3: Now the main production steps are matched with key stakeholders. Use the cards from the worksheet STAKEHOLDERS. Some of the steps are condensed; others affect more than one stakeholder. Stick the cards to a pin board or spread them on the floor. Now point to the factors mentioned in Step 1 and discuss what needs and targets various stakeholders might have. Where do they fit, where are they competing?

Step 4: The participants guess which share of the retail price correspond to which stakeholder (see the worksheet COSTS BREAKDOWN). Subsequently they discuss: is it what they were expecting? Is it a fair distribution? What might the reasons be?

Part 3: Your choice? Your interconnectedness...

Step 1: Hand out 2 copies of the Worksheet SPIDERWEB to every participant. First they think of factors, which may influence them in their decisions, when buying/selecting new clothes. They can use the five stakeholders discussed in Part 2/Step 3, but there will be additional factors (friends, parents, fashion trends, own style...) too. This exercise is done by everyone independently. The participants can 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. Every dot should be labelled too.

Step 2: Use the second spider-web for illustrating the influence everyone has on the various stakeholders. Again, those with bigger estimated influence are located closer to the centre, less influence at a greater distance.

Step 3: The spider-webs are discussed in small groups. What's different, what's similar? And: What's striking when the two worksheets are compared?

Debriefing and Reflection

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

1. Did you learn anything new and what? What was most surprising?
2. Did you know that so many people and so much transportation are necessary for your clothing?
3. If you think of the commodity chain: Do you think it's similar to those of food/electronics ... and other products?
4. Do you think it is possible to produce clothes in your own country as well? What would be different and what would have to change?
5. If you are going to buy/get new clothes: do you think this exercise will influence you?

Follow-Up

The exercise could be used as an introduction. Insights gained here may constitute substantial preparatory work for subsequent activities of this module. Especially Part 3 may lead to specific ideas or actions.

Tips for the Facilitation

- This exercise requires quite an active facilitation and its outcome depends heavily on the discussions in the group
- Be well prepared for questions on the topics

WORKSHEETS

Production stages:

Packaging + transportation (always in between the production stages!)
cotton growing
spinning
weaving
sewing
design, marketing
selling
use
disposal



Production countries:

Packaging + transportation	always in between the production stages – by big container ships, trucks, airplanes
cotton growing (plantation/small farmers)	USA (plantation) or India (small farmers)
Spinning	Turkey
Weaving	Taiwan
Sewing	Bangladesh
design, marketing	Sweden
Selling	Austria
Use	your country
disposal (“second hand”)	Ghana

Stakeholders:

cotton growing: farmers
spinning, weaving, sewing: workers
spinning, weaving, sewing: factory owner
design, marketing: branded company
selling: shops
use: customer



Costs breakdown:

	% des Verkaufspreises	Anteil an einem T-Shirt in €
Cotton growing: farmers	12 %	3,40 €
Spinning, weaving, sewing: workers	0,6 %	0,18 €
Spinning, weaving, sewing: factory owner	4 %	1,15 €
Design, marketing: branded company	12 %	3,61 €
Selling: shops	59 %	17,00 € (including wages)
Rest (intermediates, transportation, duty)	12,4 %	3,66 €
Total	100 %	29,00 €

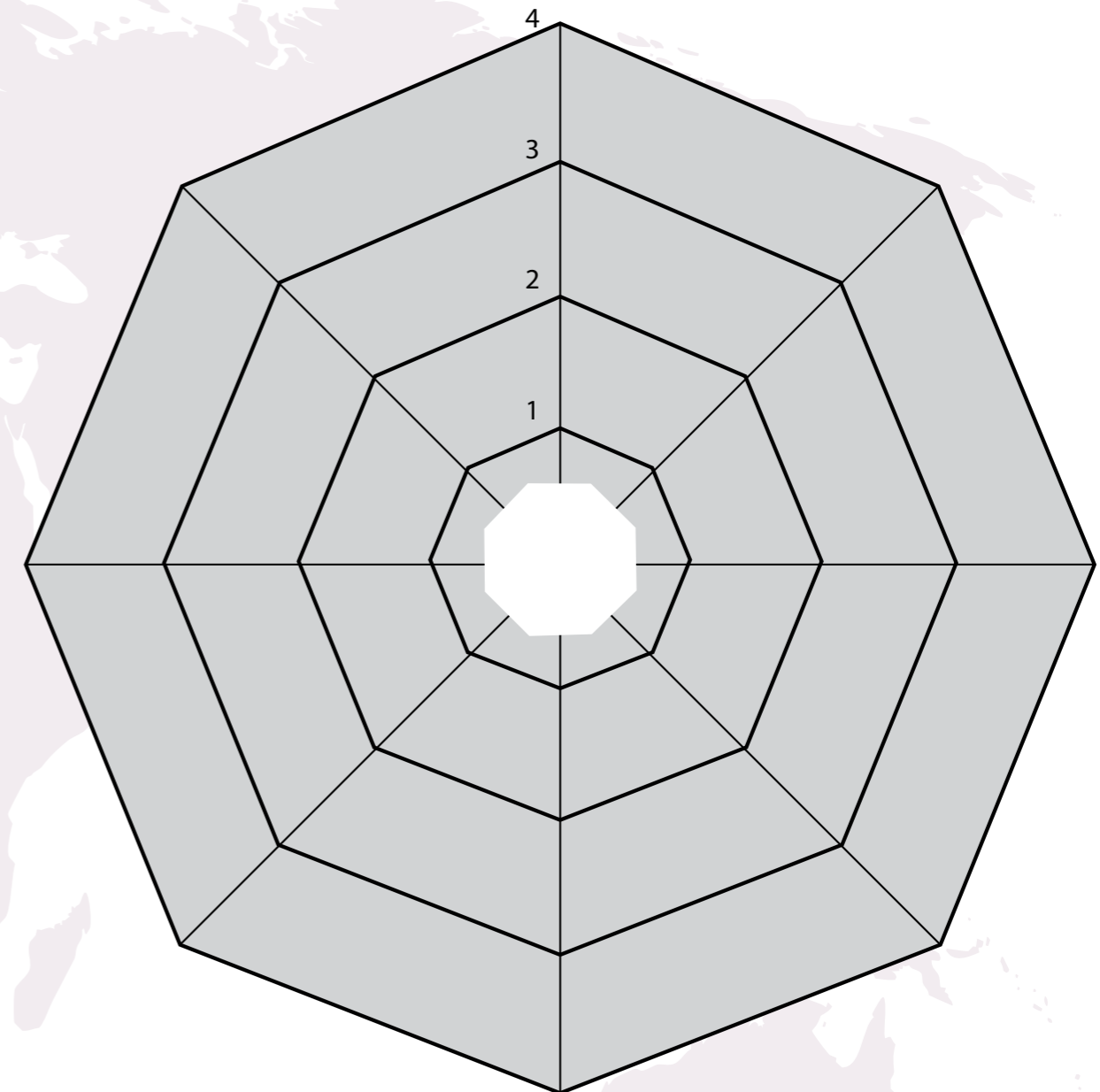
Source:

http://cleanclothes.at/media/common/uploads/download/factsheet-zum-existenzlohn/Fact_Sheet_Existenzlohn.pdf

and

<http://www.fairwear.org/ul/cms/fck-uploaded/documents/policydocs/ClimbingtheLadderReport.pdf>

Spider web:



ACTIVITY 2: Global Quiz: A Clothing Quiz

Overview

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

Goals

- Gain knowledge of different aspects of the international garment industry and its challenges
- Raise some important issues in the discussion about fashion and consumption
- Approach crucial topics of Global Education in a playful way

Time Requirements: 60 minutes (depending on the amount of questions you use)

Room/Space Requirements: The room should be big enough that all participants can sit for 60 minutes.

Group Size: 6 - 20 people

Age Group: 12-17 years (can also be adapted for older participants depending on the questions you choose)

Materials Needed:

- LCD Projector, Laptop, PPP with questions
- Flipchart and pens to write down the total points
- 4 cards (A, B, C, D) per group
- Prize for the winners

Preparation:

Ask one of your colleagues to assist you during the quiz show. Prepare the room that you have enough space for this exercise. Put the chairs in a way that the members of one group of players can sit together (depends on the amount of players). Prepare the laptop and projector including the questions and 4 possible answers (per question.)

Instructions

Step 1: Ask the participants to build groups of 3, 4, 5 etc. (depending on the number of participants) and find a name for the group that is connected to the topic of fashion (e.g. the "Nikes", "No Consumption", "Fair Trade", "H&M", "blue jeans" etc.)

Step 2: Hand out the 4 quiz cards per group and tell them that they have to hold up the right answer (A, B, C, D) after each question.

Step 3: Start your quiz by using the presentation on the computer. Examples and links for the questions can be found below. Your colleague/assistant writes down the number of the points every group gets per round.

Step 4: At the end you count the points and nominate the winner(s).

Suggestions for quiz questions:

Question	Answers
What is the main material your Jeans is made of?	A cotton B wool C synthetic fibre D linen
In which countries are the majority of our clothes produced?	A Germany, Austria and Switzerland B Italy, France and Portugal C USA, Canada and Australia D Bangladesh, China and Cambodia
How do we call organizations of workers that fight for their labour rights in Europe and in other countries?	A NGOs B unions C cliques D webs
How much money does H&M earn (= revenue/sales) in one year? ⁷	A About 250 billion Euro B About 17,5 billion Euro C About 150 000 thousand Euro D About 1,3 billion Euro
What is the name of a movement in Europe that tries to re-use different materials and products by themselves?	A Everything-alone movement (EA movement) B Yes-we-can movement (YWC movement) C Why-the-fuck-not movement (WTTFN movement) D Do-it-yourself movement (DIY movement)
What groups of young people in Europe do commonly criticize fashion labels and conventional consumption?	A hippies and skater B punks and skater C hippies and punks D emos and skater
How many kilos of old clothes per person per year end up in the trash in Germany and Austria? ⁸	A 30 kilos per person/per year B 4 kilos per person/per year C 45 kilos per person/per year D 15 kilos per person/per year
What is a new trend among young people to re-use old clothes?	A organizing clothes swap parties B doing online shopping C throwing clothes into the trash D passing their old clothes to their younger sisters and brothers
How much water is needed to produce one single T-Shirt?	A 5 litres B 100 litres C 500 litres D 2000 litres

7. Source: <http://www.handelsdaten.de/themen/326/hennes-und-mauritz/>; 2013 → sales ~ € 17,5 billions!

8. Source: www.wearfair.at



Variations

You can ask also the participants to prepare some questions for the quiz.

Debriefing and Reflection

After this exercise you can ask the participants to sit down and give a feedback to the method. The following questions could be asked:

1. How did you like this quiz?
2. Have you heard something new?

Follow-Up

The exercise can be repeated, either with the same or with another topic. It can be also used at the end of a project to find out about the facts the participants remember.

Try to use the gained information for further activities, projects etc. in your youth centres, or with your youth group.

Tips for the Facilitation

- It is recommended that the facilitator takes the role of the quiz-master to motivate the participants
- Try to find prizes for the winners that are sustainable or/and connected to the topic of textiles (e.g. a voucher for a fair trade shop close to your Youth Centre, fair trade chocolate, a movie connected to the topic, a voucher for a workshop on printing your own T-shirt etc.)
- Try to find questions that are not too "preachy" and find a good mix between local/global, personal/social, easy/serious, political/economical dimensions

ACTIVITY3: PRODUCTION LINE: A SIMULATION EXERCISE

Overview

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

Goals

- Experience the nature of a production line in the form of a game
- Explore the nature of unfair working conditions

Time Requirements: 30 minutes

Room/Space Requirements: The room should be big enough; a row of tables and chairs

Group Size: 10-20 participants, variations are possible

Age Group: 12+

Materials Needed:

- Paper
- Scissors
- Pencils
- Rulers

Preparation:

Prepare the tables in a row.

Prepare all materials.

You could give out numbers, so that the role in the production line is decided by chance.

When the order is decided, the learners should take a seat in that order.

Instructions

Step 1: The workshop leader explains the concept of a production line and explains briefly the meaning of individual tasks (cutting, sewing-together, sewing on buttons etc.). He/she explains what will happen in the exercise and under what conditions it will take place. One to three supervisors should be nominated as well.

Step 2: Every participant will receive a specific task and a number in the production line. The direction of the production line should be made clear.

Step 3: When the facilitator claps their hands, the production line starts. The facilitator and the supervisors should pressure the workers to hurry.

Step 4: The facilitator decides when the exercise ends. The exercise should not last too long, but at least about 5-10 minutes.

Debriefing and Reflection

Ask the group to sit down in a circle. For debriefing the guiding questions could be:

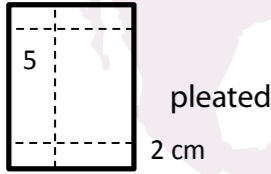
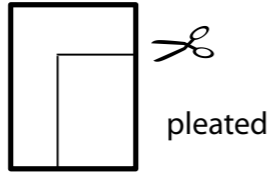
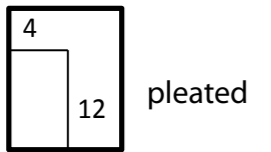
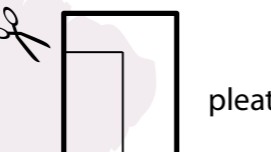
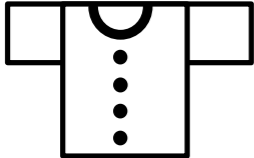

- How did you find the exercise? Was it hard to get the task done? Was it easy?
- How was the process? What about the time pressure?
- What can we learn from this exercise?

Tips for the Facilitation

- If the group is very big you can divide the group and organize a competition



WORKSHEETS

<p>1. Supervisor You will be able to monitor that the T-shirts are produced with highest quality. You are responsible for ensuring that the Equipment is available.</p>	<ul style="list-style-type: none"> ● Staple A4 paper ● Pins ● Rulers ● Clip
<p>2. Seamstress Fold a sheet of paper lengthwise in half. Mark up and below 2 cm and 5 cm on the left.</p> 	<p>3. Seamstress Cut the selected frame.</p> 
<p>4. Seamstress Draw a on the folded sheet Rectangle 4 cm wide and 1s 12 cm high. ft.</p> 	<p>5. Seamstress Cut out the rectangle.</p> 
<p>6. Seamstress Fold the sheet apart. draw above a semicircle as a collar and exactly in the middle of 4 points in at regular intervals.</p> 	<p>7. Saleswoman Fold on both sides of a strip over and fold the paper then in the center</p> 

PART 3: FURTHER INFORMATION

Cotton

<http://www.baumwoll-seite.de/index.html>

Basic information about cotton and its products

http://umweltinstitut.org/fragen--antworten/bekleidung/konventionelle_bekleidung-678.html

Critical background information about the harvesting of cotton and the ecological consequences

Working conditions in textile industry

<http://www.cleanclothes.org/>

Website of the Clean Clothes Campaign, dealing with working conditions in the textile industry.

<http://www.cleanclothes.at/>

Austrian website of the Clean Clothes Campaign

Responsible consumption in (focus on textiles)

<http://www.bewusstkaufen.at/>

Website about responsible consumption of labels (the website is organized by the Austrian Ministry of Agriculture and Environment).

<http://www.lebensart.at/>

Austrian portal for a sustainable lifestyle

<http://www.umweltberatung.at/>

Austrian portal for a sustainable lifestyle, with a focus on environmental issues

<http://www.die-sicherheitsnadel.at/>

A guide for sustainable fashion and food

<http://www.buyresponsibly.org/>

An information page about the issues behind our daily consumed products

Educational materials

<http://mode.cleanclothes.at/>

Educational materials for the topic textiles and fashion

http://www.4teachers.de/?action=showtopic&dir_id=7151&topic_id=28080

Educational materials for the topic cotton and textiles

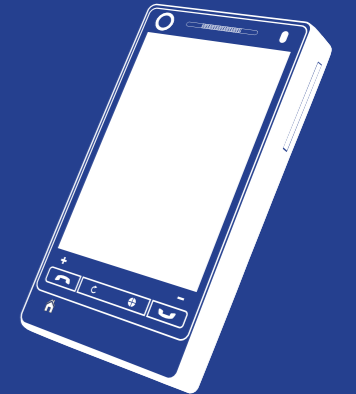
http://www.lwl.org/wim-download/PDF/Baumwollkoffer_Inhaltsbeschreibung.pdf

Educational resource box for the topic cotton and textiles



Chapter 5 ..

Mobile Phones



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BACKGROUND INFORMATION – MOBILE PHONES

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 phenomenon 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. You will find gold from South Africa or Russia; copper from Chile; nickel that may be from Canada; 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. And small holder farmers, who have little or no access to financing and technology can now access weather reports and check crop prices, thus improving their livelihoods.

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

What can you do?

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 consider the environmental impact our e-waste is having.

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

PART 1: EXPLORING THE ISSUES AROUND MOBILE PHONES

ACTIVITY 1: Pros and Cons of Mobile Phones

<p>Overview</p> <p>A quick thinking game to allow participants to reflect upon how and why mobile phones are used.</p> <p>Goals</p> <ul style="list-style-type: none"> To think about the pros and cons of mobile phones. 	<p>Time Requirements: 10 minutes</p> <p>Age Group: 12+</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> 2 pieces of flip-chart paper Marker pens
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Instructions

Step 1: Divide the big group into 2 smaller groups.

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

Step 3: 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.

Debriefing and Reflection

Ask participants:

1. Was it easier to think of pros or cons?
2. Are there more pros or more cons of having mobile phones?
3. Were there any that people were surprised about / disagreed with?
4. 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.

Follow up

Activity 3, Global Mobile looks at how mobile technology is used to benefit people living in Africa.

Activity 2: What is Technology Justice?

Overview

To allow participants to think about how and why people use technology in their everyday lives.

Goals

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

Time Requirements: 15 – 20 minutes

Age Group: 12+

Materials Needed:

- 3 belief statements (see resource) written out onto separate pieces of paper.
- Paper and pens.

Instructions

Step 1: Ask each participant to write their name on a small piece of paper.

Step 2: 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.

Statements:

1. I like to have the latest mobile phones and don't really think about what happens to the old ones.
2. People should have access to the technology they need even if they cannot afford it.
3. I have never thought about the people and processes involved in making mobile phones.

Step 3: 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 .

Debriefing and Reflection

Ask the participants:

1. Did you learn anything?
2. If we were in a different country do you think the answers would have been the same / different?
3. What kind of technologies do you think of when you hear the term 'technology'?
4. What do you understand by the term 'technology justice'? This is defined by Practical Action (see resource) 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, and electricity.

WORKSHEET

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



PART 2: GETTING DEEPER

ACTIVITY 1 (a) Fair Working Conditions

<p>Overview</p> <p>An introduction to Workers Rights so that participants can reflect upon what working conditions they should expect when looking for work.</p> <p>Goals</p> <ul style="list-style-type: none"> • Reflect on personal work experience and expectations • Explore which rights are fair in the workplace 	<p>Time Requirements: 20 minutes</p> <p>Age Group: 12+</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Rights at Work cards (see worksheet)¹⁰ – card, scissors • Something to stick them on the wall
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Instructions

Cut out the 6 rights at work cards (see worksheet):

1. To earn a living wage
2. Working hours that are set by rules and are not excessive
3. To work in safe and healthy conditions
4. Freedom of discrimination
5. A contract of employment
6. The right to join a trade union

Step 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?

Step 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 ‘rights at work’ 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.

Debriefing and Reflection

Ask the group:

1. Which do you think are the most important and why?
2. Are there any missing or are any surprises?
3. Why do you think rights at work are important?

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

Emphasise that in some countries workers are denied their rights.

Follow-Up

See activity 1 (b): Unfair working conditions in the Democratic Republic of Congo (DRC). This activity looks at how children’s rights are exploited in the DRC during the production process of making mobile phones. The activity encourages participants to reflect upon our interconnections through global trade and how millions of people are trapped in low-paid, low-skilled jobs in the supply chains that span the globe.



10. Adapted from http://www.teachers.org.uk/files/tuc_fairs_fair_booklet.pdf

WORKSHEETS

Rights at Work Cards

TO EARN A LIVING WAGE

**FREEDOM FROM
DISCRIMINATION**

**WORKING HOURS THAT ARE SET BY
RULES AND ARE NOT EXCESSIVE**

**A CONTRACT OF
EMPLOYMENT**

**TO WORK IN SAFE AND HEALTHY
CONDITIONS**

THE RIGHT TO JOIN A TRADE UNION

Rights at work cards – a brief 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) Unfair Working Conditions in the Democratic Republic of Congo

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.

- Explore how this relates to participants own expectations of fair working conditions across Europe (activity 1(a) above).

Time Requirements: 60 minutes

Age Group: 12+

Goals

- Learn about Human Rights
- Highlight why men, women and children living in extreme poverty are vulnerable to exploitation

Materials Needed:

- An old mobile phone that can be taken apart.
- A map of the world.
- A copy of the photo and case study (see worksheet)¹¹

Instructions

Step 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, 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 on-going conflict. Children are also used to work in the mines. Participants will explore this further in step 2.

Step 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.

Use the photo (see resource) as a stimulus. 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?

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

- 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.

Step 3: Now, describe the life of Decu, the child labourer. Read out the case study 1 (b) (see worksheet). 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?

Debriefing 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, in comparison young people born into poverty in other countries are so desperate that they will work in unbearable circumstances. The consequences for them and their families are huge. Child labour hurts children. It can ruin their lives, deny them access to education and rob them of the most precious human right – the right to freedom.

So what can be done? Ask for some suggestions.

Some organizations believe that big brands must take responsibility for the suffering they are causing. Thanks to the efforts of ordinary people, some companies are changing the way they get their sports-wear, for example made. However, most of them need to do more.

For more information look at <https://www.fairphone.com/>

Further ideas are outlined in the What's Next? page at the end of the chapter.

WORKSHEETS

Case Study – Child Labour in DRC

At eight years of age, Decu has never owned a football, or played a computer game. He has no computer and no TV. He's never been to school, though he passes young pupils in uniform every morning, as he sets off for work.

Decu's day begins at dawn. He does not eat, just drinks a little water. Then he sets off on a two-hour walk with his twin, Kaba. Both have torn sweatshirts and trousers with holes.

By seven or eight each morning, the boys arrive at Ruashi mines, where huge mounds of red, brown and grey soil scar the landscape. They join the ranks of child miners - close to 800 of them, working alongside fully grown men. It's all unofficial, but it's also highly organised.

There are no safety standards. No-one wears a hard hat. In the midst of all this, there are some boys as young as Decu and Kaba, working with bare hands and bare feet. The first job of the day is sifting away soil from mineral deposits. It is heavy work.

Many of the local middlemen prefer to use younger children, because the older boys get paid more. The children here can be as young as five or six.

As the day wears on the twins dig for nuggets of copper with their bare hands, but don't find much. A local buyer gives them a few grubby notes, enough for one small pastry each. Decu moves on to cleaning cobalt with his bare feet, in a lake of toxic water. Between the two of them the boys do not make enough to buy an evening meal.

Decu is a child, born into poverty in what could be one of the richest places in Africa - the Eastern province of Katanga, in the Democratic Republic of Congo. There are vast mineral deposits beneath the soil here, but this treasure trove has always benefited the leaders not the people.

Caption: Boy works in a mine in the Democratic Republic of Congo / Credit: Marcus Bleasdale, www.marcusbleasdale.com



ACTIVITY 2 (a) How Do We Tackle Waste?

Overview

Participants are encouraged to explore their own habits and opinions regarding waste management.

Goals

- Explore how our behaviour has an impact on the environment
- Foster a sense of responsibility for the environment and for the sustainable use of resources

- Encourage young people to express their own opinions and value the opinions of others

Time Requirements: 20 – 30 minutes

Age Group: 12+

Materials Needed:

- Cards (worksheet)
- Scissors

Instructions

Step 1: Divide the group into small groups. Give each group a set of cards (see worksheet) and ask them to discuss what each word means. A brief explanation of each card is detailed below (see: tips for the facilitation).

- Reuse
- Recharge
- Refuse (say no!)
- Recycle
- Refill
- Rethink
- Reclaim
- Reduce
- Repair

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.

Step 2: How did the participants find the activity? Did they agree / disagree?

Emphasis on recycling everything you can: refuse (say no) and reuse before recycling, which involves further consumption through transport and energy. Only buy what you need.

Positioning of recycle in the bottom three as it's one of the least energy efficient ways of dealing with waste. Positioning of Refuse, Reduce and Rethink in the top three.

Debriefing 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.

Tips for the Facilitation

A short explanation of each card may be necessary depending on the age group.

Reuse – empty isn't the end.

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

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

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.

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.

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

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.

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

The Activity is reproduced from How do we Know it's Working? RISC. www.risc.org.uk

WORKSHEETS

Cards

REUSE

RECHARGE

REFUSE

RECYCLE

REFILL

RETHINK

RECLAIM

REDUCE

REPAIR

ACTIVITY 2 (b) Where Does E-Waste Go?

Overview

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

- Reflect upon the social, environmental and economic impact in Ghana and Nigeria of dumping e-waste in Europe

Time Requirements: 30 minutes

Goals

- Reflect upon how participant's personal actions impact other people living in other countries

Age Group: 12+

Materials Needed:

- Computer, big screen + Internet access
- Or copies of the photos (see worksheet)

Instructions

Step 1: The aim is to provide 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 Greenpeace¹² video clips below.

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

<http://www.greenpeace.org/international/en/multimedia/videos/Electronic-Waste-in-Ghana/>

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

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

Or print out photos 2a and 2b (see worksheet)¹³ and pass them around the room. Ask participants 'what do you see?' Read out the background information (see worksheet).

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.

Ask participants:

- What issues are highlighted in the films / photos?
- What are the potential social, environmental and economic impacts of dumping e-waste in Ghana and Nigeria?
- Were they surprised by anything?

Step 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.

- 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.

Debriefing and Reflection

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?
- How does this activity link to activity (a)?

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.

12. Video with permission from Greenpeace <http://www.greenpeace.org/international/en/>

13. Photos with permission from Sudwind <http://www.sudwind-agentur.at/start.asp?ID=15013&b=466>

ACTIVITY 3 (a) Technology Needs and Wants

Overview

Participants are given the opportunity to explore the term 'technology justice' and discuss how global communities access and use different technologies

Goals

- Explore if the technology they personally use is needed, simply makes life better or is a luxury to have
- Discuss how different people across the globe have a different understanding and use of technology

- Introduce the term 'technology justice'

Time Requirements: 30 minutes

Age Group: 12+

Materials Needed:

- Technology cards (see worksheet)¹⁴
- Let's negotiate: needs and wants sheet (see worksheet)
- Pens

Instructions

Step 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, and electricity.

Step 2: Distribute 4 blank cards (see worksheet) 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 small groups of 4 – 6. Give each group a set of the prepared technology cards (see worksheet). 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.

Step 3: Give each group the worksheet, *Let's negotiate: needs and wants*. 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.

Debriefing and Reflection

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?

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 (Practical Action <http://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.



Technology needs and wants Working Sheets

- Take it in turns to place your technology cards one at a time in one of the boxes below. You need to decide whether the technology on your card is needed: makes life better, or is simply a luxury to have
- Put a maximum of your cards in the centre box, six in the middle and eight in the outer box.

Technology want a luxury for the user

Technology: makes life better for the user

Technology needs

TECHNOLOGY CARDS

Television

Hairdryer

Health equipment

Washing machine

Bike

Skateboard

Equipment to cook/process foods

Toilet



TECHNOLOGY CARDS

Car

Mobile phone

Gas supplied to Your home

Heating system For your home

Computer

Internet access

Electricity Supplied to your home

Kettle

MP3 player

Water purification to your system

Cooker/microwave

Hair straighteners

ACTIVITY 3 (b) Global Mobile

Overview

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

- Reflect on their own views on mobile phones within a global context

Time Requirements: 75 - 85 minutes

Age Group: 12+

Goals

- Reflect on the positive and negatives impacts of mobile phone technology

Materials Needed:

- Photos and Case studies (see worksheets)

Instructions

Step 1: Do or reflect upon the Pros and Cons of Mobile Phones activity (Introductory Activity 1(a)). Highlight that in Africa mobile phones have transformed lives. This activity will explore case studies from Africa in more detail.

Step 2: Divide the group into smaller groups – maximum 8 groups. Hand each group a photograph (see resource)¹⁵.

Give post-it notes to each group and ask them to write down any questions they have about the photo and stick them on the photo. Ask them “What do you see?”

Step 3: Then give out the case studies 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

Mobile technology has transformed lives across the globe. Think back to the previous activity (3a) and ask how technology has impacted their own lives. Encourage participants to reflect upon how they use their phones – personally, locally and globally.

Step 4: 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.

1. I have a mobile phone.
2. I need a mobile phone.
3. Mobile phones make life better for everyone.
4. Everyone should have access to a mobile phone regardless of where they live.
5. Everyone should have access to a mobile phone regardless of whether or not they can afford it.
6. I have learnt something about mobile phones today.

Debrief and Reflection

Activities 3 (a) and (b) aim to encourage participants to think about how they use technology on a daily basis and how access to technology has transformed their own lives and those living across Africa.

¹⁵. Photos with permission from Oxfam <http://www.oxfam.org.uk/>

Technology has created a more interconnected world and represents a shared global connection.

Activity 3 (b) is also a good activity to use when discussing stereotypes and perceptions of people living across Africa. Did the photos and case studies challenge the participant's image of Africans? 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.

Case Study 1

Maternity Care

The Mobile Midwife service is part of the Mobile Technology for Community Health (MOTEC) Ghana initiative, which is a collaboration between the Grameen Foundation and the Ghana Health Service.

It sends pre-recorded messages about health and nutrition via mobile phones to women during pregnancy and after their baby is born. Women and their husbands regularly listen to messages about how to feed their babies, what kinds of food pregnant women should eat and how to vaccinate their babies against dangerous disease. It encourages women to become more vigilant about monitoring their health and to go for pre and postnatal check-ups. It also alerts clients and nurses when appointments are due or are missed¹⁶.

In Ghana, the number of women who die during childbirth has dropped from 560 to 451 for every 100,000 births in recent years. However, in the UK it is 8 and in Germany it's 4 for every 100,000 births.

The photo

Ghana, 2010

Abbie Trayler-Smith, Oxfam



Nurse Linda Mbe, age 24 on a Ghana Health Service Motorbike, which is used to transport pregnant women from Kunkua village to the local hospital when complications arise during labour, Bongo District, Upper East Region. The Upper East Region has only 9 Doctors in the entire region, meaning 1 Doctor to every 1 million patients.

16. Grameen Foundation, annual report 2013 <http://www.grameenfoundation.org/our-impact/personal-stories>

Case Study 2

Education

Nokia capitalized on the growing popularity of social networking in South Africa to launch MoMath, a mathematics teaching tool that targets users of the instant messaging platform Mxit. Mxit is South Africa's most popular social media platform, with more than 10 million active users in the country, the company says.

The potential for transforming the continent's dysfunctional educational system is immense, as mobile phones -- cheaper to own and easier to run than PCs -- gain ground as tools for delivering teaching content.

It is hoped that enabling education through social networking will help reduce the significant numbers of school-age African children who are not receiving any formal education¹⁷.

The photo



South Africa, 2008
Kaya Ngwenya/Oxfam

A child does a summersault on a trampoline during an after school club. A community based organisation Let Us Grow in Orange Farm supports people living with HIV and AIDS as well as supporting orphans and vulnerable children by educating them in life skills and providing them with a place where they can get advice and come and play with other children.

They also offer activities after school and at weekends allowing children a space to get together and enjoy themselves, forgetting their worries for a while. Seen as many of these children don't have the support of parents they offer assistance with homework as well as sessions in life skills.

17. Adapted from <http://edition.cnn.com/2012/09/13/world/africa/mobile-phones-change-africa/>

Case Study 3

Activism

One lesson from the 2011 uprisings across North Africa was that mobile phones, with the endless opportunities they offer for connection and communication, are able to transform ordinary citizens disenfranchised by their governments, into resistance fighters.

Realising this, the collapsing Mubarak (former President of Egypt) regime successfully put pressure on Egypt's mobile phone networks to pull the plugs, in a bid to slow down the tempo of opposition activity. And so on January 28, 2011 mobile phone networks in Egypt went dead.

Three years earlier, in the aftermath of violent elections in Kenya, citizens were able to report violent occurrences via text messages to a server that was viewable by the rest of the world as they happened.

Across the continent mobile phones are also bringing unprecedented levels of openness and transparency to the election processes, empowering citizens from Cairo to Khartoum to Dakar to Lagos.

The photo



November 29th 2011.
Hossam el-Hamalawy
Graffiti in Qasr el-Aini Street, Egypt.

Case Study 4

Banking

M-PESA is a mobile money transfer service launched by Safaricom, Kenya's largest mobile operator and Vodafone, in 2007. Five years later M-PESA provides services to 15 million Kenyans (more than a third of the population) and serves as channel for a fifth of the country's GDP (a country's wealth). In Kenya, Sudan and Gabon half or more of adults used mobile money, according to a survey by the Gates Foundation and the World Bank.

The runaway success of M-PESA in Kenya is inspiring similar initiatives across the continent, from South Africa to Nigeria to Tunisia, as governments struggle to extend banking services to large numbers of the population -- across sub-Saharan Africa only one in five adults own bank accounts.

Many Africans now use mobile money to pay their bills and airtime, buy goods and make payments to individuals, remittances from relatives living abroad are also largely done via mobile banking.

The photo



Sudan, 2009
Alun McDonald,
Oxfam

Fatima Hamid took her first loan – worth \$250 – two years ago, and set up a small shop selling credit for mobile phones. It has been a huge success, and has helped single mother Fatima (pictured with her nephew) to look after her eight-year-old daughter:

"This business has helped change my life for the better. My mother died when I was young and I had to help my father around the home. I still managed to go to school but I left at 14 to get married. I had a daughter, but then I got divorced from my husband. I got married far too early – I was very young. Now I have to take care of my daughter alone.

"I always regretted not finishing school. Now I have gone back to study again. I am going to sit my Higher Secondary School exams this year. If I do well, maybe I will go to university. The busiest time for my shop is in the evenings – so I can study in the daytime and run the shop at night."

Case Study 5

Entertainment

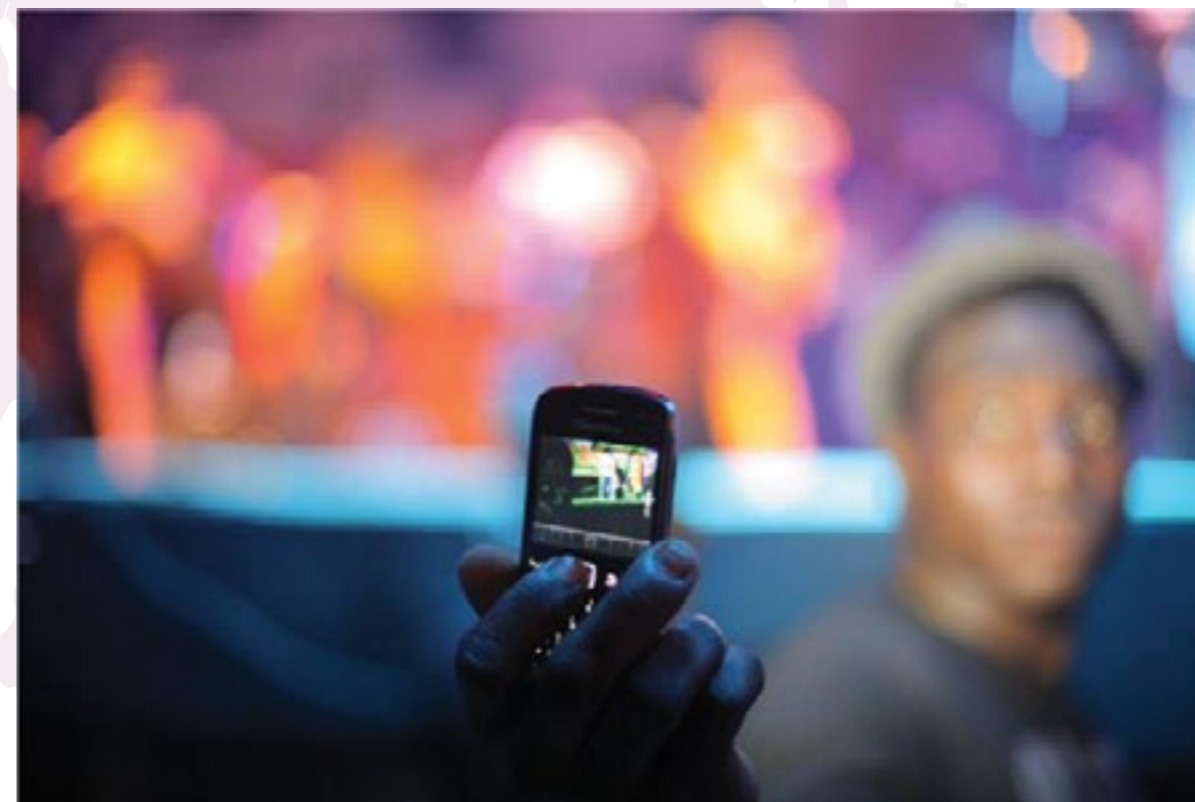
A 2009 survey found that „entertainment and information“ were the most popular activities for which mobile phones are used in Nigeria, in particular for dialling into favourite radio shows, voting in reality shows, downloading and sharing songs, photos and videos, as well as tweeting.

However companies are creating mobile-only platforms targeted for this market. Across Africa there are now many online platforms like Kulahappy (a popular online Kenyan „entertainment channel“ developed for the mobile screen) and AfriNolly, which bills itself as „African movies in your pocket.“

Nigeria's mobile music industry (covering everything from mobile downloads to ringtone and caller-tune subscriptions) is now a multimillion-dollar industry.

Interestingly, Lithuanian mobile social networking site, Eskimi, recently became the second most visited site in Nigeria, after Facebook, and is in the top 10 bracket in several other African countries. Half of the site's seven million-plus active users are Nigerian.

The photo



Nigeria, 2012.
Caption: Selfie, Nigeria
Credit: Iain Marlow / Globe and Mail

Case Study 6

Agriculture

Mobile phones have made a huge difference in the lives of farmers in a continent where the agriculture sector is one of the largest employers. Most of these people will be „smallholder farmers,“ without access to financing or technology.

By serving as platforms for sharing weather information, market prices, and micro-insurance schemes, mobile phones are allowing Africa’s farmers to make better decisions, translating into higher-earning potentials. Farmers are able to send a text message to find out crop prices in places thousands of kilometers away.

As far back as 2003, Kenya’s Agricultural Commodities Exchange partnered with mobile operator Safaricom to launch SokoniSMS64, a text-messaging platform to provide pricing information to farmers.

M-Farm also offers a similar service, while the iCow is a mobile app billed as „the world’s first mobile phone cow calendar.“ It’s an SMS and voice service that allows dairy farmers to track their cow’s gestation, acting in effect as a veterinary midwife. Farmers are also given tips on breeding and nutrition.

The photo



Kenia, 2011
Sven Torfinn, Oxfam

Isaac Mkalia, 20 years old, a teacher by profession is checking his mobile phone. Massai pastoralists living near the Tanzanian border of Kajiado District, Kenya, say that the weather is getting hotter and the rain more unpredictable. This is making their pastoralist way of life harder because pasture is harder to find. Many are now diversifying so that they grow crops as well, or are turning to farming full-time.

Case Study 7

Disaster Management

Mobiles have been finding innovative uses in refugee camps, allowing displaced people to reconnect with family and loved ones.

An NGO, Refugees United, has teamed up with mobile phone companies to create a database for refugees to register their personal details.

The information available on the database allows them to search for people they have lost contact with.

The photo



Democratic Republic of Congo, 2009
Caroline Irby, Oxfam

A child playing with an old mobile phone in Kibati camp, North Kivu, where 900 households of internally displaced people (IDPs) are now living. The child has added a stick to the phone to create an aerial; his creation now resembles the satellite phones that international aid workers operating in the camps often carry.

Case Study 8

Health

A simple text-messaging solution was all 28-year-old Ghanaian doctoral student, Bright Simons needed for his innovative plan to tackle counterfeit medicine in African countries. The World Health Organization estimates that nearly 30% of drugs supplied in developing countries are fake. In 2009, nearly 100 Nigerian babies died after they were given teething medicine that contained a solvent usually found in antifreeze.

Simons' pioneering idea was to put unique codes within scratch cards on medicine packaging that buyers can send via SMS to a designated number to find out if the drug is genuine or not.

The system is now being used by several countries in Africa and rolled out to places such as Asia where there are similar problems with counterfeit drugs.

Also, in South Africa there's Impilo, a service that allows people to find healthcare providers anywhere in the country 24 hours a day, using their mobile phones.

Mobile phones are going to play an increasingly important role in bringing better healthcare to the citizens of African countries. Phone companies are realising that mobiles are highly effective -- and potentially lucrative -- for the dissemination of health and lifestyle tips, and reminders for doctors' appointments.

In June 2011 a consortium known as the mHealth Alliance organized a Mobile Health Summit -- touted as Africa's first -- in Cape Town. The Alliance describes itself as a „[champion of] the use of mobile technologies to improve health throughout the world.“

The photo



Sierra Leone, 2011
Aubrey Wade, Oxfam

SIERRA LEONE, Freetown. ..Pharmacists dispensing drugs at the Lumley Government Hospital.

PART 3: FURTHER INFORMATION

Ethical consumerism and education resources

- <http://www.fairphone.com/>

Fairphone - an attempt to develop a mobile phone which does not contain conflict minerals.

- <http://makeitfair.org/en/about-us>

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.

- Practicalaction.org

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

- http://www.teachers.org.uk/files/tuc_fairs_fair_booklet.pdf

Teaching resource designed to deepen understanding of our interconnection through global trade and world sporting events.

- <http://www.oxfam.org.uk/education/resource>

Oxfam: various education resources.

- <http://www.leedsdec.org.uk/resources.php>

The Global Teacher: clear explanations of the concepts of Global Learning as well as providing practical and engaging resources for practitioners.

- <http://globaldimension.org.uk/>

Teaching resources: various

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.

- <http://www.christianaid.org.uk/give/other/recycle-mobile-ink-cartridges.aspx>

Christian Aid - Recycling mobile phones.

- <http://www.oxfam.org.uk/education/resources/bring-bring>

Oxfam – bRing recycling scheme

Statistics

- http://www.un.org/apps/news/story.asp?NewsID=44452#.UzFE6oV_RmU

UN report on access to improved sanitation and working toilets compared to the number of people that own a mobile phone.

Film and News articles

Please note that you should watch these before using them with young people as they may not be appropriate.

- <http://www.theguardian.com/global-development/video/2014/jan/14/drc-child-refugees-victims-war-video>

Child refugees in DRC speak out about war.

- <http://www.theguardian.com/world/video/2011/sep/02/congo-blood-gold-mobile-phones-video>

Congo: Blood, gold and mobile phones

- <http://www.theguardian.com/stage/2013/dec/11/columbite-tantalite-film-congo-chiwe-tel-ejiofor>

Columbite Tantalite: a film that fuses Congo's past and present struggles

- <http://bloodinthemobile.org/>

Blood in the Mobile

- <http://www.bbc.co.uk/news/technology-27346567>

Keepod: Can a \$7 stick provide billions computer access?

Chapter 6

Meat



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BACKGROUND INFORMATION

An insatiable demand for meat has grown worldwide. Once a luxury, meat is now abundant in the Global North with consumption steadily rising in the Global South. The demand for cheap animal protein has created a *livestock-industrial complex*. This industrial scale meat production relies on the availability of cheap animal feeds, and environmental standards, which bow under industry pressure. An examination of the countless facets of meat production and consumption brings global issues into sharp focus. The production and consumption of meat offers an excellent introduction to the greater issues of globalisation and interconnectivity.

Why is the production and consumption of meat relevant in a global context?

Use of Farmland for Livestock Production

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 grains to feed these animals. Globally, nearly one-third of the world's 14 billion hectares of cultivated land is used to grow animal feed, and three-quarters of all cropland is used to produce animal feed in some way. All in all, livestock production accounts for 70% of all agricultural land.

As the production of animal feed is now more and more separated from the meat production, farmers rely on artificial fertilizers and pesticides for their fields instead of manure – which adds to the degradation of the soil, but also to the health risks associated with the chemicals used in fertilizers and pesticides. With soil quality decreasing, the yields of soy, corn, wheat and rice are stagnating, which according to a recent study is likely to be attributed to the intense production of animal feed.

Environmental Impact

Environmental and health concerns, as well as social and economic inequities, characterize current industrial meat production techniques. The consequences of these methods are felt globally. They include native land degradation, coastal 'Dead Zones', and decreased flora and fauna diversity, health issues due to meat overconsumption, especially from the diet and over-immunization of livestock reared in feedlots, and social problems driven by the need for cheap grain to satisfy the global demand for cheap meat.

Increased demand for meat has resulted in vast native *land degradation*. With former grazing lands occupied or depleted, livestock producers are carving their places in untrammelled environs. Worldwide, this phenomenon has stripped the earth of rare resources: rainforests, rangelands, and riparian zones. Furthermore, livestock introduction has overwhelmed fragile ecosystems with non-native flora and fauna, and the addition of chemicals and nutrients to the soil and watershed.

Increased chemicals and nutrients, from livestock production and livestock feed production, have caused coastal 'Dead Zones' to emerge worldwide. 'Dead Zones' are found in the Gulf of Mexico, the Baltic and Caspian Seas, on the east coast of Vietnam and the west coast of the United States. They are characterized by high levels of phosphorous and nitrogen in coastal waters due to runoff from agriculture and livestock production. Excess nutrients cause the over-production of algae, bacteria and aquatic plants. These aerobic organisms deplete the oxygen from seawater. The resulting 'Dead Zone' is rendered inhospitable to other marine life.

Large-scale industrialised meat production also wipes out a wide *diversity of species*; the variety of livestock has dramatically reduced, as has the variety of grains for feed.

Genetically Modified Crops, Antibiotics and Pesticides

Wherever a large quantity of animals is being kept on a small space, the risk of illness is high. For this reason, antibiotics are given to prevent livestock from catching diseases. Animals are usually given

the same kind of *antibiotics* that humans take, which implies the risk that bacteria in animals mutate and become resistant to the antibiotics. These resistant bacteria can then enter our bodies when we eat meat. Antibiotics will then be ineffective, since the bacteria have already developed a resistance to them.

Large-scale industrialized 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 fertilizers and herbicides to kill weeds. Only genetically modified crops are tolerant to these herbicides and thus are widely grown in large-scale farms

A Question of Power?

Meat production is more and more controlled by large international companies that push small-scale meat producers off the market. JBS SA, a Brazilian beef company currently counts as the largest meat producer globally, having acquired meat and poultry producers in the USA, Australia and Europe. It has the capacity to slaughter 85,000 head of cattle, 70,000 pigs, and 12 million birds per day worldwide. Its meat is distributed in 150 countries. Its food sales reached more than 38 billion USD in 2012. 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. Highly intense agriculture also brings with it an intensification of pesticides, herbicides, fertilizers and animal feed production – all equally part of the global corporate structures to a large extent. Large-scale intense meat production is dependent on affordable prices of grains for animal feed – which in turn are volatile and subject to international speculation. This affects not only the large-scale meat producers, but also has a huge impact on food security for millions of farmers who depend on grains as basic staple of their diet.

Destruction of Local Markets

The overproduction and cheap export of mass-produced meat is a danger to local markets in many countries. Globally, chicken meat is gaining increased popularity, but especially European consumers favour chicken breast over chicken wings, which leads to large excess of chicken wings. These are then dumped on the African market, where local chicken farmers have no possibilities to compete with the prices of the cheap imported meat.



PART 1 EXPLORING THE ISSUE AROUND MEAT

ACTIVITY 1 Exploring the topic – What is Meat?

<p>Overview This activity will introduce the group to the topic of meat by encouraging the participants to think about types of meat, meat dishes and about changing eating habits.</p> <p>Goals</p> <ul style="list-style-type: none"> • Explore different kinds of meats • Reflect on changes in eating habits and their social and cultural dimension <p>Time Requirements: 1 hour, but can be divided into 2 parts</p>	<p>Group size: 10 – 30 people</p> <p>Age Group: 12+</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • paper cards (A5 or smaller) • markers • coloured stickers <p>Preparation: You don't need to prepare much, just have the material ready.</p>
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Instructions

Step 1: Divide the group into 2 smaller groups. Each group gets a set of empty cards and markers to write on. Now ask both groups to think of as many types of meat and meat dishes as they can, noting each one on a different card. The groups have 5 minutes for this brainstorm. You could turn this into a small competition and give a prize to the group that comes up with the higher number of meat types and dishes.

Step 2: In plenary, gather all the cards and try to cluster them together. You could do this on the floor, or on the wall. Read them all again, and ask the group to point out those that represent a rather traditional dish in their country or region. As they mention a dish, ask the participants to stick a colourful sticker dot on the corresponding card. Allow for discussion in the group about what is traditional and what might not be.

Step 3: Divide the group in smaller groups, and ask all groups to think about how our habits of eating meat have changed over the years. You can prompt the groups by asking them to try and remember what dishes their grandparents, or other older friends and family members used to cook, and what they eat now. What has changed? Ask the groups to discuss the changes in eating habits, and think of changes in relation to:

- *The social aspect* of food and meat – did you used to have a Sunday lunch? What about your parents/ grandparents? How and when do you eat meat? Alone, as a quick lunch (burger, kebab...), every day, or as family meals...
- *The cultural aspect* of meat – what kind of meat dishes did you identify as traditional? What do people eat nowadays?
- *The way* in which animals are being eaten – using a whole animal with all its parts for different dishes, using only chicken breast...

Step 4: Give each group 15 minutes to discuss and then have a joint discussion in plenary about the changes in eating habits. What has changed? Did they change for the better? Why? Why not?

Debriefing and Reflection

There are many different ways in which meat is consumed, and habits have changed quite significantly over the past decades. Reflect together with the participants:

- *Was it difficult to think of meat dishes?*
- *How have habits changed?*
- *Why do you think these habits have changed?*
- *What problems/ challenges arise from the change of meat-eating habits?*

Tips for the facilitation

You could either do this activity all in one, or you could do Step 1 and Step 2 together, and Step 3 and 4 as a separate activity, depending on your time. If the group is small, you can work altogether instead of splitting into smaller sub-groups.

Follow-Up

This activity can be followed by any of the activities in this chapter. You can also follow the activity with a joint dinner, either a traditional meat recipe or maybe a modern or even a vegetarian dish, based on discussions within your group.



ACTIVITY 2. Debating Meat

Overview

This is an interactive debate, where participants are asked to express their opinion about certain statements related to meat by positioning themselves along an imaginary line, according to how much they agree or disagree with a statement, and are then given the opportunity to engage in a discussion about their position.

Goals

- Reflect on own opinions and understandings of meat production and consumption
- Engage in a lively but structured discussion around various aspects of meat

Time Requirements: 20 minutes

Group size: 10 – 30 people

Age Group: 12+

Materials Needed:

- list of statements
- big 'Agree' and 'Disagree' signs

Preparation:

Stick the 'Agree' and 'Disagree' signs on opposing walls in the room. Have the list of statement easily available for you to read. You could also print them large enough for participants to read.

Instructions

Step 1: Explain that there is an imaginary line connecting the two extremes, 'Agree' and 'Disagree'. You will be reading out statements, and participants are asked to position themselves on the imaginary line, according to how much they agree or disagree with the statement.

Step 2: Once everyone finds their spot, you will ask for a volunteer from each side to share her/his position. Allow for debate among the group.

Step 3: After several people have been heard, ask if there is anyone who would like to change their position based on the arguments heard. Move on to the next statement.

Debriefing and Reflection

This activity mainly aims at stimulating discussion in a safe and controlled space. You can facilitate a brief reflection using the following questions:

- 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?

Tips for the facilitation

If the entire group stands on one side of the imaginary line, ask for a volunteer to represent the opposite view – how would that be formulated? What might an argument be? Remind participants that they are free to change their position as they are listening to each other's arguments. Also remind the participants that this exercise is not about knowing a right answer to a question, but simply about the discussion and exchange of opinions.

Statements

1. It is good that meat is fairly cheap nowadays
2. The mass production of animal feed – like soy – is a good business opportunity
3. It is more important to buy local meat rather than buying organic
4. I am happy to eat less meat to save our climate
5. I like eating the same type of meat regularly
6. How farm animals are fed, doesn't affect me.

Agree

Disagree



PART 2 GETTING DEEPER

ACTIVITY 1 Creating 'live' Infographics

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.

Goals

- Visualise in creative ways the amount of water and grains needed to produce different types of meat
- Reflect on our meat consumption and its effects on the environment

Time Requirements: 40 minutes

Group size: 10 – 30 people

Age Group: 12+

Materials Needed:

- 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 grains)
- Compass Rose
- signs with the different types of meat ('1 kg of poultry meat', '1 kg of pig meat', '1kg of beef')
- sheet with the control data

Preparation:

Prepare three different stations across the room, each with plenty of plastic glasses, a jug to fill the glasses with water, and bowls. Allocate one sign to each station. Ensure that the space you are using is suitable for potential spilling of water and grains.

Also prepare copies of the Compass Rose or prepare one large version on a flipchart paper for the discussion. Make sure that you have the control sheet easily available for yourself.

Instructions

Step 1: Explain that the aim is to show how much water and grain/ feed different animals require. Split the group into 3 sub-groups. Each group is assigned to one 'station' and is given the task to fill the glasses with water, and the bowl with grains according to how much they imagine is needed to produce 1 kg of meat. Once glass of water represents 1,000 l of water, and one grain represents 1 kg of grains.

Step 2: 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 grains accordingly

Step 3: Now, with the help of the Compass Rose, discuss what these graphics mean – what does the group think are implications for the environment? For the economy? For the society? And what do they think about the power structures behind the meat industry?

Debriefing and Reflection

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

- *What does data tell us? Are numbers alone sufficient? What helped you understand the meaning behind the data?*
- *What did you find most surprising in this activity?*
- *If such information would be more widely known, do you think it would influence people's eating habits?*

Tips for the facilitation

Since you are dealing with water, make sure that the room is suitable – otherwise you might want to do the activity outside.

If you have not done an activity with the Development Compass Rose before, you might want to take some time to explain it before using it as a guide for the discussion

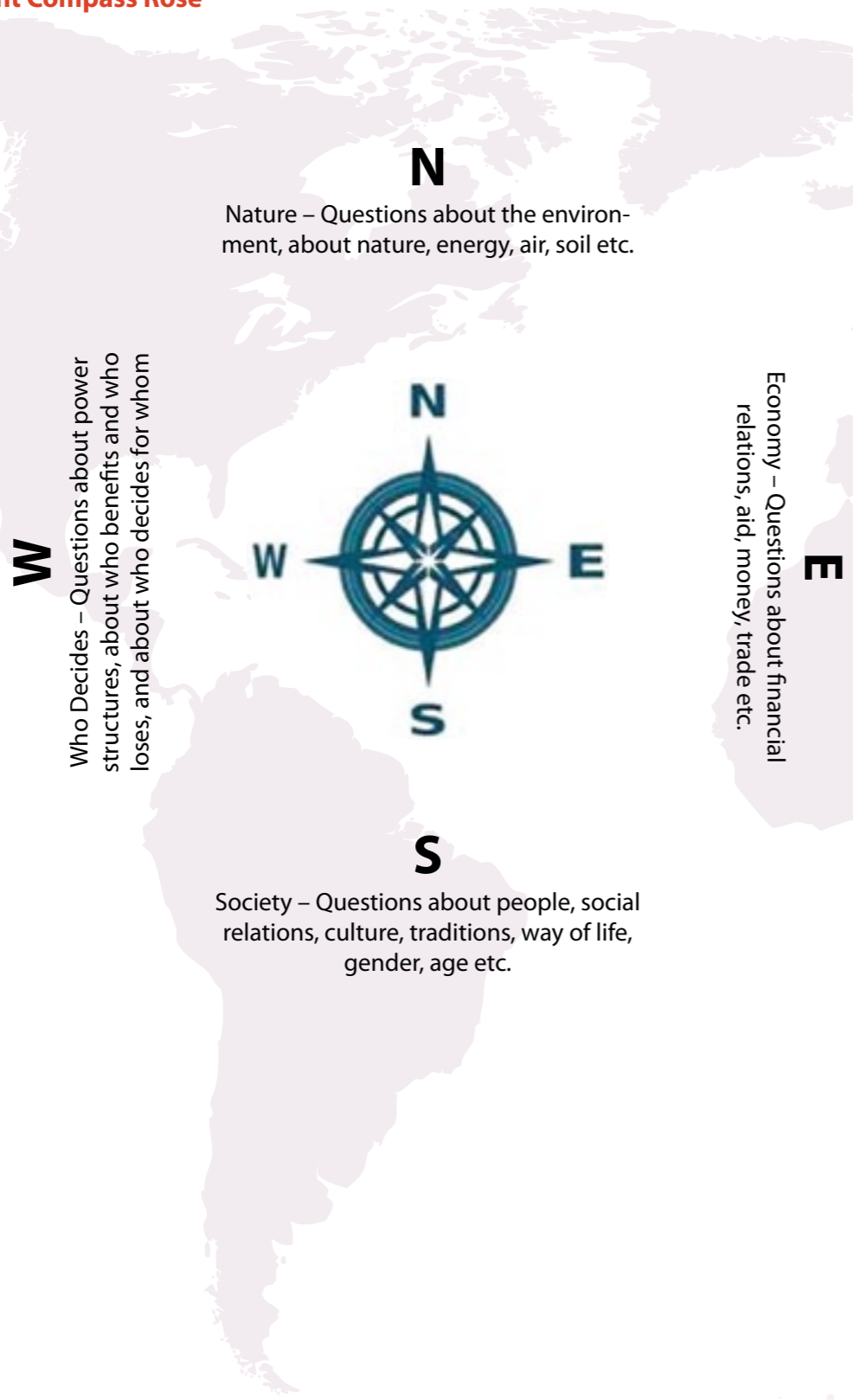
WORKSHEET

Control Data for Infographics:

1 kg of poultry meat	2 kg of grains 3,500 l of water	2 bowls of grains 3,5 cups/glasses of water
1 kg of pig meat	4 kg of grains 6,000 l of water	4 bowls of grains 6 cups/ glasses of water
1 kg of beef	7 kg of grains 43,000 l of water	7 bowls of grains 43 cups/ glasses of water



Development Compass Rose



ACTIVITY 2: Land Deals – Role-Play

Overview

This activity is a role-play during which participants will experience the negotiations between farmers, local government and a large farming enterprise about land to be used for mass soy production.

Goals

- Explore the viewpoints of different stakeholders involved in land deals
- Better understand the different dimensions and the impact of land acquisition in the context of the meat industry

Time Requirements: 40 minutes

Group size: 10 – 30 people

Age Group: 12+

Materials Needed:

- Role cards

Preparation:

Copy the role cards so that there are enough cards for each participant.

Instructions

Step 1: Split the group in 3 small groups. Explain them that they will represent different actors in a fictional country with increasing high exports of animal feed, such as soy and corn. A big farming enterprise now wants to acquire cheap land from the local government in order to turn it into large soy plantations. Hand each group a set of role cards. Give them 5 minutes to read. Each group now has ten minutes to discuss and note down several key arguments supporting their case.

Step 2: Ask the group representing the large farming enterprise to begin the negotiations with the local government. Both groups can exchange arguments and discuss.

Next, ask the Multinational Company to address the farmers.

After the initial sharing of opinions, let the group try to reach an agreement that is acceptable by all parties.

Step 3: Once a deal is found, ask participants to step out of their roles. How did they feel? Could they identify with their role? How might a similar situation have looked in real life? What might have been different? Can they relate to a similar situation in their own community? If so, was there any action by the people in the community?

How does the story relate to our meat consumption?

Debriefing and Reflection

Land acquisition is a critical development that is connected to the meat industry, which we might not be aware of when consuming our lunch or dinner. Since animals need to be fed intensively, large farming enterprises acquire more and more land in order to plant grains to turn into animal feed. Profit-hungry, they often turn to remote and cheap areas, buy or lease the land from the government and turn it into large monocultures. Small-scale farmers are being pushed off the land or pressured into selling their land. These monocultures bring a wide set of other problems with them, such as the intensive use of herbicides and pesticides, degradation of the soil and loss of biodiversity.

Debrief the activity by asking:

- How did you feel in your role?
- Did you feel you were being heard by the other parties? Could you defend your position?
- What do you think about the power structures? Who should have the say over land?



- What mechanisms do you think would be more beneficial to the local community?
- Whose interests are being promoted?

Have you ever witnessed any similar deals (even on a smaller scale)? What were the reactions?

Tips for the facilitation

You could alternatively have several parallel rounds of negotiation, with small teams of 3, and then share your experience in the larger group.

WORKINGSHEET

Role Cards

Farmer

You are a family of tenant farmers. This means that you do not own the land that you use for farming, but you have a long-term lease from the local government. Your farm provides you with most necessities. It allows you to sell some food on the local market, and also allows you to raise a few animals, for milk production and your family's meat consumption.

You have heard of big companies wanting to acquire the land that you farm. You are aware that farmers are not usually consulted in decisions like that and you don't have a lobby to defend your interests.

Large Farming Enterprise

You are representing a large farming enterprise searching to acquire cheap land from the government to expand its soy plantations. You are supplying one of the largest meat industries and demand for soy is continuously rising. You heard of cheap land that is owned by the local government and that would be highly suitable for planting genetically modified soy, which would produce 3 harvest a year with high yields at a decent price for you. It would add significantly to the export capacity of the country and would give new value for the currently under-used land.

Government

You represent the local government. You own a lot of the land that is being cultivated by local farmers. It does support the local population, but does not otherwise add much to the country's GDP. Other regions of the country have recently turned into large-scale soy and corn plantations for the lucrative meat industry, and you are quite excited when you hear that one of the large farming enterprises is interested in upgrading the land in your area. This would increase the value and economic significance of your entire region! Of course it might have long-term impacts on the environment, but at the moment your region is struggling and you will need to run for election next year, so an upgrade of the region, which would also bring new jobs with it, might help you re-election.



ACTIVITY 3: GMO – News Report

Overview

During this activity, the participants will prepare their own news reports and act them out on the 'TV', highlighting the benefits as well as the dangers of genetically modified organisms in animal feed.

Goals

- Explore the topic of genetically modified organisms and their impact on our health
- Reflect on the bias of media and public information

Time Requirements: 1 hour

Group size: 10 – 30 people

Age Group: 12+

Materials Needed:

- Copies of the 'GMOs and Meat Production' fact sheet
- Table and tablecloth
- TV-sign reading 'Community Evening News'

Preparation:

Copy the fact sheet for the participants. Prepare the room so that it will resemble a TV studio – you could either do that yourself, or ask the participants to help you. Depending on your group and their interest, you could get very creative!

Tips for the facilitation

Depending on the size of the group, you could split the group into four smaller groups and then have two groups prepare a report on the benefits, and two groups prepare a report about the risks. You might also allow the group to use the internet for further research to support their news report.

Instructions

Step 1: Divide the group into two smaller groups (or, if the group is very large, split into four sub-groups). Both groups read the 'GMOs and Meat Production' fact sheet. One group is asked to prepare a news report about the benefits of GMOs, whereas the other group is asked to prepare a report about the dangers and problems of GMOs. Tell them that they will be on the 'Community Evening News'. The groups have 30 minutes to prepare and rehearse their News Reports. You could have arts and crafts material as well for them to use if needed. Each group should designate a presenter.

Step 2: Set up a table with a tablecloth as the TV News-table. Place the TV sign in front of it, and/or decorate and prepare in any other creative way the group might enjoy. As the youth leader, you can take the role of the main news-presenter, announcing the breaking news about genetically modified organisms and hand over to the first group to present their news. All other participants watch as the audience.

Step 3: Next, invite the second group to present their version of the story. Invite all participants to sit in a circle and discuss what they liked, and what was different. Which side was more plausible? Discuss how media and news reports often only show one side of the story, and how much power is connected to the selection of information.

Debriefing and Reflection

Debrief the activity by asking the following questions:

- How did you like presenting your side of the story?
- What surprised you?
- Who do you think would be interested in broadcasting the one or the other version of the story?
- Can you think of other examples, where the media report was biased? Whose interest did it serve?
- Which would be the more likely version on real TV? Why do you think that?
- How do you feel about GMOs and the consumption of meat that contains GMOs?
- What have you learnt?



The Use of GMOs in the Meat Production

(text from: Meat Atlas: Facts and figures about the animals we eat. Heinrich Böll Stiftung, Friends of the Earth Europe, 2014. Page 38-39)

The mass production of animals in the European Union depends largely on feeding them with soybeans, and especially genetically modified (GM) soy. The only “positive” effect of the genetic modification is that it makes the soy plant resistant to glyphosate. This is a broad-spectrum herbicide used to kill any plant on the field unless the plant is genetically modified to tolerate it. Glyphosate is the world’s best-selling chemical herbicide. It was patented by the US company Monsanto in the 1970s, and marketed under the brand name Roundup. Monsanto, the world’s largest seed producer, produces more than half of the world’s glyphosate. In 2011, this substance accounted for 27 percent of the company’s total net sales. [...] Monsanto introduced “Roundup Ready” crops that were genetically modified – and resistant to glyphosate. Promising an easy-to-handle weed-control program, Monsanto encourages farmers who grow Roundup Ready soy, maize and sugar beet to buy the company’s corresponding herbicide. Glyphosate-resistant soybeans are the world’s best-selling GM crops. Currently about 85 percent of the worldwide cultivated GM crops are herbicide-resistant, and the vast majority are Monsanto’s Roundup Ready varieties. In 2012, nearly half of all GM crops grown worldwide were Roundup Ready soybeans. Cultivated in South and North America on approximately 85 million hectares, and exported mainly to China and the European Union, glyphosate-resistant soybeans are used to feed poultry, pigs and cattle in intensive livestock production. A loophole in the EU’s GM labeling laws allows meat, dairy and eggs produced with GM animal feed to be sold without a GM label.

Why should meat eaters worry? Because glyphosate residues might be present at low levels in animal products that people consume, and because there are growing doubts about the health safety of glyphosate. The problem is that glyphosate is a systemic herbicide. This means that it moves throughout the plant into the leaves, grains or fruit. It cannot be removed by washing, and it is not broken down by cooking. Glyphosate residues remain stable in food and feed for a year or more, even if it is frozen, dried or processed.

This means that livestock fed with GM soy eat huge amounts of glyphosate residues. Industry studies show that when animals are fed glyphosate at levels allowed in feed, residues may be present at low levels in their milk and eggs, as well as in the liver and kidneys. The European Food Safety Authority (EFSA) is planning to examine the issue of glyphosate residues in animal products. These include meat, because considering the wide use of glyphosate on feed crops, “a significant livestock exposure to glyphosate [...] might be expected, resulting in a carry-over of residues in the food of animal origin”, EFSA announced.

The US Environmental Protection Agency increased the legal limit for glyphosate residues in soybeans from 0.1 milligrams/kilogram to 20 milligrams/kilogram in 1996. This subsequently became the international maximum residue level. This change was made in the year the first GM crops were grown. Evidence suggests that one percent of the glyphosate remains in the body a week after exposure. Because glyphosate is so widely used, most people are exposed to it on a regular basis. But “real life” exposure to glyphosate, meaning long-term uptake in low doses, has never been investigated. And up to now there has been no official testing in the EU of glyphosate residues in imported GM soybeans.

PART 3: FURTHER INFORMATION

- Friends of the Earth Europe: The Meat Atlas:
<http://www.foeeurope.org/meat-atlas>
- Oxfam Australia, GROW initiative, exploring the global food system and its challenges:
<https://www.oxfam.org.au/grow/>
- Food and Agriculture Organisation of the United Nations (FAO), with lots of information and statistics about meat production and consumption across the globe:
<http://www.fao.org/ag/againfo/themes/en/meat/home.html>
- or go to our website for more activity ideas at www.youthoftheworld.org





Chapter 7 ..

Getting Active!



GETTING ACTIVE!

Here are four general steps on how to become an active and responsible global citizen and how to start a campaign.

Step 1: Find out, think and reflect!

Find out what is your impact on the world. Follow the news in the world media using quality media channels. Follow everyday news about your own community. Explore how global problems affect the daily lives of each person, the community and the society and how each one of us can influence this world. It 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 you, your community and the environment by saving money, energy, and natural resources. Look for ways to produce less garbage in your everyday shopping. For example donate your clothes and other items you don't need in your household. Find out which recycling programs are in place in your community. An effective recycling and reusing community guarantees a more sustainable environment. In everyday shopping study the principles for ethical and modest consumption. While travelling, try to follow the same principles and show respect as a guest to the host culture.

Step 3: Support and build networks!

Support different campaigns and organisations that follow your principles as an active global citizen. Join the campaigns by spreading the word about global injustice and taking an active role in their events. Find out which of your local NGOs are working in development cooperation, sustainable development, global education and humanitarian aid and start volunteering in one of these organisations. You can start to spread the awareness on the challenges of globalisation and to promote tolerance, respect for human rights and solidarity for people living in poorer regions.

Step 4: Take action and start your own campaign!

Campaigning is all about creating change, whether in relation to an issue you personally feel strongly about, or change in your school, local community, nationally or internationally. For something to change, someone somewhere will need to do something different. Campaigning is about putting pressure on the people who need to be doing that different thing. Campaigning helps you make a difference to yourself and others across the globe. We all have a voice and we all have the right for this to be heard – campaigning about an issue is one way of getting your voice heard. We can use our voices and actions to put pressure on people who can make change happen.

Think about the issue you would like to change before starting a campaign. Ask yourself if you already know enough to become an expert on that issue. Before you launch a campaign about an issue you feel strongly about, you should be aware it takes work, some research, time and perseverance.

Invite other activists and people who could help you in launching the campaign and exchange ideas for collaboration. Build up a team for the campaign and start creating your action plan. Listen to what other team members have to say and encourage everyone to contribute their ideas. Don't forget to thank people for the work they do. If people feel valued and included, your team will be happier and more effective.

Try to link your campaign to the work of other NGOs, youth organisations etc. and invite new people to join your activities. This will help sustain the campaign. You should also involve the media in your activities and use your networks to spread the word about your campaign.

Think about your campaign message and the audience. All campaigns should include some basic

campaigning 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 in public meetings, lobbying decision makers, protests and demonstrations, email actions and petitions.

For future campaigns, it is very important to evaluate your campaign after the activities have finished. After the activities, measure your success against what you planned to achieve.

Here are **3 activities** to help you and your team while starting a campaign:

1. Choose a picture!



Every participant chooses one of the 4 pictures and thinks of 5 activities related to the chosen picture. When you have looked through all the pictures ask yourself (and the group) the following questions:

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

Describe all the pictures and discuss the themes in a group.

2. Opinion finders

Here are 5 statement cards that you could read and fill in. Discuss the opinions with your group.

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 such as Christian Aid or Friend of the Earth and send occasional emails

YES	Which one?
NO	

5. I would buy a Fairtrade product

YES	What?
NO	

The best action is to put 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. It could be your Head Teacher, MP, someone from the council in charge of facilities for young people.	The best action is to find out which organisations can help us, and join their local, national or global campaigns.	The best action is to perform a play on how the issue affects people, e.g. in a school assembly, in primary schools etc.
The best action is to invite a guest speaker into your 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 to people in your youth centre and in the local community.	The best action is to make different choices about your life based on what you have learnt, e.g. change what you eat, wear and spend money on. Other people will notice and follow your example.
The best action is to make a video, audio or photograph presentation to provide discussion about the issue, and get people to debate it.	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, eg talk on local radio, invite them to an event.

3. Best Action cards

Put all the 9 action cards into a box, let every participant choose one card, read them out loud and discuss the statements with the entire group. Choose which action suits you the best.

Youth of the World!

The toolkit is specifically developed for non-formal youth settings. It can be used by youth workers, youth leaders, trainers or facilitators to raise awareness of global issues among young people, connecting them to communities across the world.

The present toolkit is the result of the project “Youth of the World! Mainstreaming Global Awareness in Youth Work”, co-funded by European Union. It was developed by a team of experts from six European countries, with a background in youth work and Global Education. The toolkit is based on research exploring attitudes of youth organizations towards global issues in relation to their own area of work. It was developed in close cooperation with young people, youth workers, trainers and other global education experts during two international project events: an International Workshop in Scotland (September, 2013) and an International Summer School for Youth Trainers in Cyprus (April, 2014).