



# Going Beyond the Symbols: Ethical Consumerism and Fair Trade for Primary Education



The Waterford One World Centre is a Development Education Provider that focuses on the Sustainable Development Goals specifically on the intersection of Ethical Consumerism, Climate Change and Sustainable Living. The Waterford One World Centre supports the Dóchas Code of Conduct on Images and Messages. If you would like to comment on this or any other part of the Centre's work please email us at [info@waterfordoneworldcentre.com](mailto:info@waterfordoneworldcentre.com).

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## About this Resource

*Going Beyond the Symbols: Ethical Consumerism and Fair Trade for Primary Education* is designed to provide an introduction to the Sustainable Development Goals while looking more closely at Goals 11 (Sustainable Cities and Communities), Goal 12 (Responsible Consumption and Production) and Goal 13 (Climate Change).

The information and activities are sequential and tell the story of Sustainable Consumption through information sheets, activities and on-line materials but activities can be used individually to support your particular learning objectives.

The learning outcomes for this resource address three areas: knowledge, skills and attitude/values.

Knowledge	<ul style="list-style-type: none"><li>• Children have a role to play in a consumer culture</li><li>• Understanding that local action can have global impacts</li><li>• Sustainable living</li></ul>
Skills	<ul style="list-style-type: none"><li>• Critical thinking</li><li>• Working with others</li><li>• Communication and debate</li></ul>
Attitudes/Values	<ul style="list-style-type: none"><li>• The importance of the environment</li><li>• Commitment to fairness</li><li>• Empathy</li></ul>

Our world is changing very quickly. As technology, communications and travel advance, the boundaries between peoples will continue to dissolve. Providing a global perspective allows pupils to engage and feel empathy with people from around the world. We hope this work leads to a greater understanding that what we share in common is greater than what divides us. Young people, in particular, are experiencing these changes in new and exciting ways while at the same time being confronted by world events that they may not have a context for understanding. The information and activities contained in this resource are designed to help provide a broader, more global, perspective.

## The Primary Curriculum

Although the issues addressed in this resource are most closely aligned with Social, Environmental and Scientific Education (SESE) and Social, Personal and Health Education (SPHE), they are cross-curricula in nature and it is noted throughout the resource when opportunities arise to link to the primary curriculum.

Curriculum Area	Links to Resource
Language (English & Irish)	Activities 1, 2, 4, 6 & 8
Mathematics	Activities 7 & 9
SESE	Teaching Info Sheet 1 Activities 2, 3, & 8
SPHE	Activities 1, 2 & 5
Religious/Ethical Education	Teaching Info Sheets 2,3 & 4



*Transforming Our World: The 2030 Agenda for Sustainable Development*, otherwise known as the Sustainable Development Goals (SDGs), was launched in January 2016 replacing the Millennium Development Goals. The SDGs are the work of the United Nations and have been approved by all 193 member countries. There are a total of 17 Goals with 169 specific targets.



[Source: [www.un.org](http://www.un.org)]

The SDGs are meant to be aspirational, giving the world an idea of what kind of life we could all lead if we came together and recognise our shared interests.

Sustainability refers to the ability to do something indefinitely. The definition we most often see comes from the 1972 UN Brundlandt report and states: Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. [Source: *United Nations, 1987*]

This resource also supports the cross-sectoral 'Education for Sustainability' which provides a national strategy for Education for Sustainable Development (ESD) that covers the period of 2014-2020 for Irish schools. The ESD strategy holds much in common with this resource including interdependence, active citizenship and sustainable living.

### *Want to Watch More?*

*'We the People' for the Global Goals* is a short, celebrity-packed video, describing the purpose of each goal. Available at: <https://www.youtube.com/watch?v=kR-YRC5D-QY>.

*What Young People Want from the Sustainable Development Goals* filmed in Nigeria with second-level pupils: <https://www.youtube.com/watch?v=ktHyk8jIBDY>.

## Activity 1 Exploring Sustainability

This activity is designed to help pupils think about each of the Sustainable Development Goals independently and how they relate to their own lives.

*Time:* 20 minutes

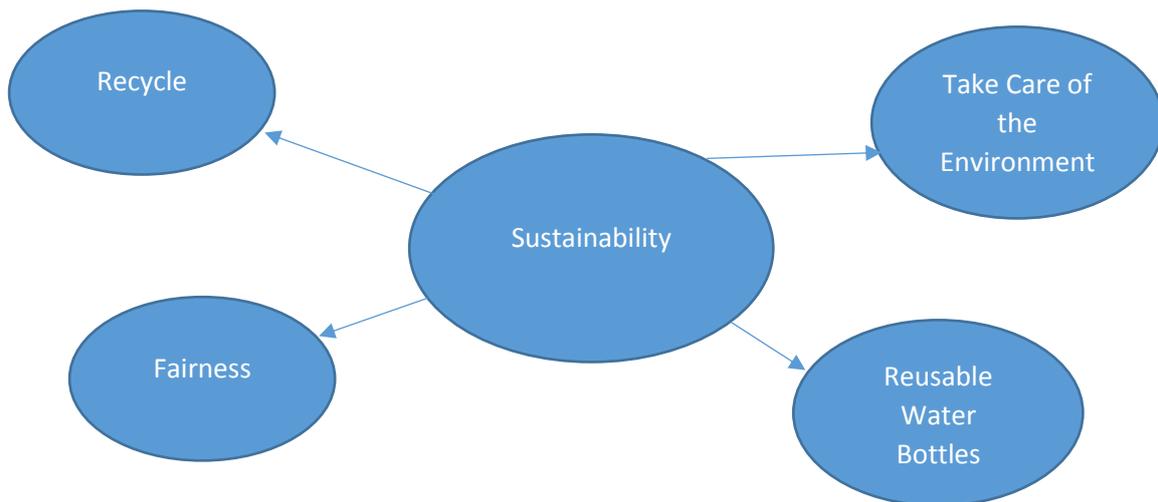
### *Materials:*

- Flip Chart Paper/White Board and Markers
- Copies of the Sustainable Development Goal cards (available on next page), copied and cut into individual goals (so each group gets a full set). Senior primary pupils can work with all 17 goals (with some explanation) but younger primary should work with an abridged set of goals. Both are included here.

### *Steps:*

- Introduce the concept of 'sustainable' with a brainstorm or discussion about what actions would be considered sustainable. Using the flip chart/white board, record people's answers.

Your brainstorm might look a little like this:



- Have pupils work in small groups and provide each group with one of the sets of the SDG cards. Ask pupils to prioritise the SDGs, based on which one they think is the most important.
- Once they have chosen which SDG is most important to their group, have them explain why.
- **Literacy Activity:** This activity can also be done with a literacy focus by having pupils write a diary entry about why this Goal is important to the world.



[Source: [www.dochas.ie](http://www.dochas.ie)]



(Source: UAE SDG Portal)

## Activity 2 Interdependence

Interdependence is a theme that runs throughout many Irish curricula, including Geography, SESE, and SPHE, and it is important that pupils recognise that individual actions can have far-reaching impacts, both positive and negative. This activity also has a literacy focus. Interdependence is closely tied to ethical consumerism as much of what we purchase is produced in countries other than Ireland.

*Time:* 15 minutes

*Materials:*

- Flip chart/white board & markers
- Notebooks/Journals

*Steps:*

- In order to explore the nature of interdependence and consumerism, have pupils compile a list of what they have thus far consumed on the day of class including food, clothes, school supplies, petrol, etc.
- Compile the pupils' answers on flip chart paper/white board.
- Ask pupils to look at the list and identify which items are produced in Ireland and which are made elsewhere.
- **Literacy Activity:** Ask pupils to write a diary entry on what they would eat during the day if they only relied on food produced in Ireland. What would be the hardest thing that they would have to give up if we only ate food produced in Ireland?



## Activity 3 Needs v. Wants

This activity helps pupils make the distinction between the things that we need versus the things that we want. It is an important part of understanding our power as consumers to recognise that most of the things that we buy are not necessities. Knowing the difference between a need and a want enables pupils to recognise that much of what we purchase/consume is in excess of what would meet our needs.

You can use the Needs and Wants cards included in this resource or alternatively pupils can make their own lists based on their list of consumables from the previous activity.

*Time:* 15 minutes

*Materials:*

- Needs and Wants Cards (included on next page)

*Steps:*

- Have pupils work in small groups of three or four people
- Using the Needs and Wants cards, ask pupils to group the cards into a Needs pile and a Wants pile. If there are any that the group cannot agree on, have them make a separate pile for those cards.
- In full class discussion, ask each group to identify any cards that they had a disagreement over whether it was a need or a want.
- Discuss the following questions (or those of your own):
  - Does consumerism, or having lots of things, make people happy?
  - Are there other needs that should be included?
  - What are some non-commercial ways of achieving happiness?
  - Does what we need differ depending on where in the world we live?
  - What can we do to make the world a better place? Does this involve buying things? Does this involve buying less things?

*Needs and Wants Cards*

<b>Food and Water</b>	<b>Shelter</b>
<b>Family and Friends</b>	<b>Clothes</b>
<b>Car</b>	<b>TV/Radio</b>
<b>Fancy Shoes</b>	<b>Clean Air</b>
<b>Internet Access</b>	<b>Music</b>
<b>Safety</b>	<b>Pets</b>
<b>Rest &amp; Play</b>	<b>Money</b>
<b>Good Health</b>	<b>Free Speech</b>

## Teacher Info Sheet 2 Ethical Consumerism and Fair Trade

Consumer choices impact most people on a weekly, if not daily, basis. This allows for a unique opportunity for teachers to expand on the accessibility of consumer issues to introduce a broader range of global issues. The decisions we make while shopping are generally influenced by price, brand, etc. But how we choose to spend our money can influence the lives of humans, animals and the planet.

As consumers we have the right to choose. Exercising this right with a conscience makes us responsible or critical consumers. It is not only what we buy but who profits from our purchases. This is power and we have the ability to influence the state of the world through our purchasing decisions. Ethical Consumption is a form of activism.



**FAIRTRADE**  
IRELAND

*[Source: Fairtrade Ireland]*

Fair Trade, most often associated with this symbol for Fairtrade, enjoys high recognition among the Irish public. Although Fairtrade is only one example of Ethical Consumerism it is the most familiar and as such it is a good place to start learning about global issues such as trade justice, child labour, sustainable living, animal protection, climate change and workers' rights.

There are a number of other Ethical Consumer and Fair Trade labelling initiatives that are common in Ireland including the Rainforest Alliance, World Fair Trade Organisation, Fair Trade Federation, World Wildlife Federation, Cruelty Free International along with a number of campaigns against particular companies that use child or forced labour or have weak environmental standards. It is important that pupils recognise that there are a number of ways that they can use their power as consumers to support a fair and just economic and trade system. Even young pupils who use their pocket money to buy a Fairtrade chocolate bar are exercising their rights as consumers.

Fair Trade recognises that people are more important than profit. It stands for a transparent and fair alternative to the conventional trade system. It is based on respecting human dignity and partner relationships, promoting economic justice and building solidarity with the world. It connects us directly with people in the South who produce many of our goods. It gives us the possibility to positively impact their lives when we make consumer decisions based on values. Fair Trade Organisations work primarily with small, worker-owned and democratically run cooperatives and associations which bring significant benefits to small producers and workers.

### *Want to Know More?*

Check out [developmenteducation.ie](http://www.developmenteducation.ie)'s special thematic section on Ethical Consumerism available at: <http://www.developmenteducation.ie/feature/ethical-consumption/>

## Activity 4 Defining Fair Trade

This activity looks at a child-friendly definition of Fair Trade based on the definition from the World Fair Trade Organisation (<http://wfto.com/fair-trade/definition-fair-trade>). To complete this activity, pupils will have to interact closely with the definition and its parts.

The majority of Irish people recognise Fair Trade symbols and equate it with paying farmers more money for their products. While this is true, there is more to Fair Trade than just raising incomes for farmers and producers. In order to understand why Fair Trade is necessary, pupils must also understand that Fair Trade is about equality between nations rather than about charity.

*Time:* 10 minutes

### *Materials:*

- Flip chart paper/white board & markers
- Definition cards (included on next page, one set per group cut into individual sections)

### *Steps:*

- Begin by asking pupils what they know about Fair Trade and record their answers
- Divide pupils into small groups and hand out a set of definition cards to each group. Working together, ask pupils to put the phrases in the right order.
- If groups are having a hard time, you can prompt them by telling them to make use of the full stops and the capitalised letters. Also make sure that everyone is clear on the meaning of the words and phrases.
- The original definition reads: *Fair Trade 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 South.* It can be used with some higher primary classes. Our child-friendly version should read: *Fair Trade is a partnership of respect and equality between countries. Fair Trade makes sure that poor farmers and workers are paid and treated fairly, especially in the South.*

### ***Fair Trade Definition***

Fair Trade
is a partnership of respect and equality
between countries.
Fair Trade makes sure that
farmers and workers
are paid and treated
fairly,
especially those in the South.

## Activity 5 Principles of Fair Trade

The principles of Fair Trade are broad and address many areas including equality, environmental justice and sustainability.

The case studies included here are all from Fairtrade Certified Cooperatives and Farms and were provided courtesy of Fairtrade Ireland. For the full text of the case studies or for more information about Fairtrade Ireland, visit their website at: [www.fairtrade.ie](http://www.fairtrade.ie).

*Time:* 15 minutes

*Materials:*

- Copies of Fairtrade case studies (included in this resource)
- Copy of Fair Trade Principles (included in this resource)

*Steps:*

- Divide pupils into four groups and provide each group with one of the case studies included in this resource and the Fair Trade Principles Sheet.
- Have pupils read the case studies and compare the case studies to the list of Principles guaranteed by the Fairtrade Certification by ticking each of the Principles that is met by the case study.
- Nominate a pupil from each group to tell the other groups about their case study and which principles it supports.

## Meet Juliet Arku Mensah



[Source: Fairtrade Ireland]

Juliet Arku Mensah is the Fairtrade Officer and Occupational Health and Safety Officer for the Volta River Estates, Ltd. (VREL) Banana Farm in Ghana.

Volta River Estates produces regular and organic bananas for Fairtrade and employs 441 people, 28% of whom are women. All of the workers belong to a union, 95% are on permanent contracts and wages are 40% above the government set minimum wage.

Volta River Estates receives \$1.00 (USD) in social premium for each box of Fairtrade bananas which is invested back into community development projects including:

- New school buildings
- University scholarships for children of workers
- A health insurance scheme
- Mosquito nets to stop the spread of malaria
- A pension fund for workers
- Programmes to help women start their own business

For more information about the Volta River Estate, check out:

<https://www.youtube.com/watch?v=HqJJWSXgyI>

## Meet Kuapa Kokoo Cooperative from Ghana



[Source: tcvnews.tv]

Chocolate, which comes from the cocoa bean (pictured here), is a very popular food around the world but it is hard work to grow. Cocoa plants like hot and wet climates and most cocoa is grown by small family-run farms.

Kuapa Kokoo is a cooperative which means that it is made up of a lot of small farms spread out throughout Ghana. Kuapa Kokoo has over 80,000 members, many of whom live in rural parts of Ghana. Kuapa Kokoo makes sure that these farmers have access to cocoa markets so they can sell their product and that they receive a fair price.

Projects funded by the social premium include:

- Pumps for fresh water
- Health clinics
- Companies run by women that make chocolate soap
- Day-care centres

For more information about the Kuapa Kokoo Cooperative, check out:

<https://www.youtube.com/watch?v=x4KkUpG5PSs>

## Meet Ivan Vasquez, Raos Cooperative, Honduras



[Source: Fairtrade Ireland]

About 125 million people around the world depend on coffee to make a living and coffee is the most widely traded food. Fairtrade was initially set up in the 1980s to help Mexican coffee farmers who were suffering from huge drops in the price of coffee beans. South America is the largest coffee producing region in the world (Brazil produces the most coffee). Coffee likes to grow in warm climates at high-altitudes with rainy and dry seasons. Coffee plants are hard hit by climate change. Fair Trade makes sure that farmers use environmentally sustainable production methods. Fair Trade helps farmers farm their beans.

Ivan Vasquez started in the coffee industry at a young age picking coffee beans and now he is an award-winning Coffee Cupper (this is the person who picks which beans go in a bag of coffee).

The Raos Cooperative includes 174 male and 54 female producers in Honduras. The Raos Cooperative runs the first training course in Honduras for Coffee Cuppers and the first to focus on organic growing methods.

## Meet the Belize Sugar Cane Farmers Association (BSCFA).



[Source: [www.sugarindustryofbelize.com](http://www.sugarindustryofbelize.com)]

Most of the sugar consumed around the world comes from sugar cane (80%). Most sugar cane is grown by small farmers and workers who do not have access to sugar mills. Sugar cane likes tropical climates. The sugar that does not come from cane is harvested from sugar beets which like cooler climates like Ireland. There is currently a movement to bring back sugar beet production to Ireland.

Belize, in Central America, relies on sugar production. Belize sugar-cane farmers has a membership of over 5000 sugar cane growers with approximately 50,000 people who rely on sugar cane production for their wages. BSCFA receives around \$3.5 million (USD) per year in Fairtrade Social Premiums which has been used in the following ways:

- Payment of school fees
- Better farming
- Health care

## Fair Trade Principles

*(child-friendly version available on next page)*

- ❑ **Creating Opportunities for Economically Disadvantaged Producers:** Fair Trade combats poverty by creating opportunities for people to own their own businesses and become self-sufficient.
- ❑ **Transparency and Accountability:** Fair Trade promotes open financial records and a system of accountability for people that violate the rules of fair practice. It also aims to include employees in its decision-making structures.
- ❑ **Fair Trading Practices:** Fair Trade promotes trade that benefits the social, economic and environmental well-being of all people involved.
- ❑ **Payment of a Fair Price:** Fair Trade ensures that the price paid to producers is one that they have agreed to via a mutual decision making process.
- ❑ **No Child Labour and Forced Labour:** Fair Trade makes sure that no children are part of the production chain and that no individual is forced labour. If a young person is involved in the production (e.g. learning a traditional craft), this involvement is closely monitored for health, safety, education and recreation and making sure that children go to school.
- ❑ **Commitment to Equality:** Fair Trade ensures that there is no discrimination in the hiring, promotion or retirement procedures based on gender, race, caste, national origin, religion, disability, sexual orientation, union membership or political affiliation, HIV/Aids status or age.
- ❑ **Good Working Conditions:** Fair Trade provides a safe working environment including work conditions and work hours.
- ❑ **Capacity Building:** Fair Trade helps employees and producers develop their skills and capabilities to do their jobs.
- ❑ **Promoting Fair Trade:** Fair Trade organisations will promote the ideals of justice in its interactions within the local community.
- ❑ **Respect the Environment:** Fair Trade ensures that organisations buy local when possible, use renewable energy technologies if they can, decrease their waste, use recycled/biodegradable packaging and generally adopt sustainable practices.

*(Adapted from the World Fair Trade Organisation's website)*

## Child-Friendly Fair Trade Principles

<b>PAYING FARMERS MORE</b>
<b>NO STEALING</b>
<b>TAKE CARE OF FARMERS FAMILIES</b>
<b>TAKE CARE OF FARMERS COMMUNITIES</b>
<b>NO CHILD LABOUR OR SLAVERY</b>
<b>EQUALITY</b>
<b>SAFE WORKING CONDITIONS</b>
<b>HELP FARMERS GET BETTER AT THEIR JOBS</b>
<b>HELP THE ENVIRONMENT</b>

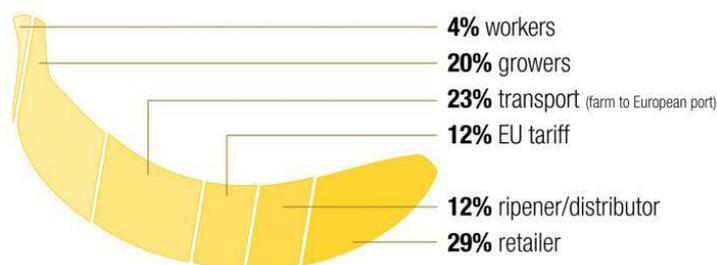
## Teacher Info Sheet 3      The Problem with the Banana

Bananas are the most popular fruit in Ireland with over 5 million of them eaten every week (The Journal). But bananas do not grow in Ireland and so are imported from tropical climates. Most bananas eaten in Ireland originate in the Dominican Republic. But problems within the banana industry date back to the time of U.S. and European efforts to colonise tropical locations around the world. The popularity of the banana means that it requires a large international labour force. The banana industry has traditionally been dominated by huge multinational corporations who have shown little regard for worker safety or environmental concerns.



**Hazardous pesticide and chemical use:** Large-scale farming common to the banana industry has resulted in crops that require increasing amounts of agrochemical use. The chemicals commonly used by the banana industry are known to breakdown into compounds that are carcinogenic to the growers, their families and communities that live near banana farms. Fair Trade does not allow the use of the most dangerous of these pesticides.

**Low-pay for workers:** Low-pay is a long-standing problem in the banana industry. Supermarkets compete with each other to offer consumers the lowest priced bananas possible which has resulted in unsustainably low prices for bananas. Workers, mostly growers and pickers, are at bottom of the value chain which means as prices have gone down so have their wages. The graphic below shows how the price that a consumer pays for a single banana is divided among all parties on the value chain. Fair Trade ensures a more equitable split on the price of a banana.



[Source: CAFOD]

**Mono-cropping:** Much like with the Potato Famine, the banana industry is susceptible to blight (and experienced a devastating crop failure at the start of the 20<sup>th</sup> century). Monocrops deplete the soil and require large amounts of pesticides to protect them. The longer mono, or single, crops are used in a particular area, the greater these problems become and the greater risks become to banana production. Fair Trade works with farmers and producers to help build their capacity to diversify crops and develop other local industry.

## Activity 6 Two Poems About a Banana

For this activity, pupils will write two cinquain poems. The first one is written based on what they currently think/know about bananas. The second poem will be written after learning about the banana trade.

*Time:* 20 minutes

*Materials:*

- White board or flip chart paper and markers
- Scrap paper or journals

*Steps:*

- Have pupils generate a list of words related to bananas and write these words on a white board or flip chart paper
- **Literacy Activity:** Pupils should then write their first cinquain based on the words on the board.

*Note: A cinquain is a five-line poem, with one word on the first line (the subject), 2 words on the second line, 3 words on the third line, 2 words on the 4<sup>th</sup> line, and the 5<sup>th</sup> line is a repeat of the subject line. Example:*

*Banana  
Yellow Herb  
Exotic Common Lunch  
Spots Mushy  
Banana*

- The banana industry has a long history of worker mistreatment and environmental damage making this a particularly important industry for Fair Trade. Discuss with pupils some of these problems or alternatively watch some of the short videos available on YouTube.
- After pupils have learned about the banana industry, repeat the cinquain process starting with generating a new list of words based on their new knowledge of the banana industry and create a second a cinquain.
- Have pupils compare their two poems making note of tone and point of view.

### Want to Watch More?

A brief history of the banana from National Geographic:  
<https://www.youtube.com/watch?v=SpAHPXNhAwk>.

## Activity 7 The Real Cost of a Banana

*Note: This activity is for upper primary who have covered averages and percentages.*

<b>Comparison of Fairtrade and Non-Fairtrade Banana Prices (price per banana)</b>		
<i>Shop</i>	<i>Fairtrade</i>	<i>Non-Fairtrade</i>
Tesco	.28	.24
Dunnes	.29	.25
Lidl	.26	.22
Supervalu	.28	.23

\* Prices as of Spring 2018, Waterford City, in Euro

**Numeracy Activity:** Based on the prices in the table, calculate the following:

Average price of a Fairtrade banana \_\_\_\_\_  
 Average price of a Non-Fairtrade banana \_\_\_\_\_  
 Percentage difference \_\_\_\_\_

Based on the cost of the average Non-Fairtrade banana, complete the table below for each person on the banana value chain.

<b>Banana Value Chain</b>		
<i>Value Chain</i>	<i>Percentage Received (per banana)*</i>	<i>Euro Received</i>
Banana Worker	3.33%	
Plantation Owner	16.66%	
Shipper	13.34 %	
Importer and Ripener	23.33%	
Shop/Supermarket	43.34%	

\* Percentages based on CAFOD figures, available at:

[http://cafod.org.uk/content/download/843/6730/version/3/Secondary\\_Fairtrade\\_enrichment-day\\_banana-split\\_game.pdf](http://cafod.org.uk/content/download/843/6730/version/3/Secondary_Fairtrade_enrichment-day_banana-split_game.pdf).

Discussion Questions:

- Who receives the largest share from the sale of the banana? Why?
- Do you think that breakdown accurately reflects the amount of work that goes into banana farming?
- Who do you think should get paid the most for each banana?



## Teacher Info Sheet 4

## Child and Forced Labour

The vast majority of countries around the world have outlawed child and forced labour and the United Nations has ratified freedom from forced labour as a fundamental human right. Despite that, there are 21 million people around the world who are currently victims of forced labour. Most of this labour takes place within the domestic work, agriculture, construction, manufacturing and entertainment industries including 4.5 million people that are forced into sex work. (Source: *International Labour Organisation*). Additionally, according to estimates from the International Labour Organisation, there are 168 million children around the world working regularly rather than participating in formal education.

Each year on the 12<sup>th</sup> of June, the United Nations and the International Labour Organisation promote the World Day Against Child Labour and Universal Children's Day occurs on the 20<sup>th</sup> of November. Both are good opportunities to work with pupils on the issue of child labour. The UK *Campaign Stop Child Labour: School is the Best Place to Work* (<http://www.stopchildlabour.eu/>) is a good place to start if designing an action for your pupils on child labour. The garment industry is particularly guilty of using child labour and ethical fashion is an area with which young people connect. The Campaign's website has background information as well as highlights which countries are committed to not using child labour and which ones are not.

Fair Trade also ensures that there is no child or forced labour in any product that has a Fair Trade Certification. Research on Fair Trade has found consistently that the social premium is one of the most successful aspects of Fair Trade. The premiums have been invested in building more schools and roads as well as buying more books and materials and providing scholarships. The stabilising impact that Fair Trade has had on farmers' incomes has decreased the need for young people to leave school early to help with family wages.

### ***Want to Watch More? (videos specifically for children)***

ABCs of Child Labour: <https://www.youtube.com/watch?v=FQhNv1MAETw>

Education Counts: [https://www.youtube.com/watch?v=WBstK\\_wbJsM](https://www.youtube.com/watch?v=WBstK_wbJsM)

The Child Labour Experiment: <https://www.youtube.com/watch?v=8gA97UjCOUI>

## Activity 8 Child Labour Blog

There are a number of industries around the world that use child labour including cocoa, mining (cobalt for mobile phone and laptops and gold), domestic service, and tobacco (among others). The chocolate industry, particularly that which takes place in West Africa (Ghana and Cote D'Ivoire), has high incidences of child labour and child trafficking. One of the guarantees provided by Fair Trade is that children are not involved in the production process. With over 6 million people working in the cocoa industry (*Fairtrade Foundation*), there is a lot at stake. This activity looks at the lives of children involved in child labour based on the videos listed on the previous page (there are a lot of videos on YouTube to choose from as well).

*Time:* 45 minutes

*Materials:*

- Computer with internet & data projector

*Steps:*

- **Literacy Activity:** After watching the video(s), provide pupils with one of the following questions (or questions of your own design):
  - Are there circumstances where child labour might be justified, e.g. if a family is very poor?
  - Can consumers use their purchasing power to change a situation such as child labour that is happening so far from Ireland?
  - Is it more important to solve poverty first and then try to stop child labour?
- Have pupils write a blog on one of these questions. Follow-up could include having the blog published on the schools' website or newspaper. Alternatively, the blogs can be submitted to local newspapers or included in their journal.

## Activity 9 Numeracy and Your Carbon Footprint

This activity contains a set of questions, designed for young people, to help them to understand what they can do to decrease their carbon footprint. It also helps people understand that individuals do have the power to have a positive impact on change. Each question contains an action that contributes to a more sustainable lifestyle.

Time: 10 minutes

Materials: Carbon Footprint Quiz (you can either copy one for each participant or read our questions and they can tally their scores on scrap paper)

Steps:

- Have learners take the quiz and tally up their own points.
- Discuss what things individuals can do to have an impact on climate change and have learners decide one thing to do either as individuals or as a group action.

Do you normally take a bath or a shower?      Bath +20  
Shower +10

How do you get to school?      Walk/Bike +0  
Carpool/Public Transportation +10  
Individual Car +20

Do you compost at home?      Yes +0  
No +20

Do you always turn off tv when you leave the room?      No TV +0  
Yes +10  
No +20

Do you recycle at home?      Yes +0  
No +20

Do you let the water run when you brush your teeth?      Yes +20  
No +0

Do you give away or donate your unwanted clothes?      Yes +0  
No +20

How do you get rid of leftovers?

Eat them +0  
Dogs/Chickens +5  
Bin +20

How do you dry your clothes?

Line/Rack +0  
Combination Line/Rack and Tumble dryer +10  
Only tumble dryer +30

Do you use a dishwasher or hand wash  
for dishes?

Dishwasher +20  
Handwash +10

Do you buy Fair Trade products  
when you have the option?

Yes +0  
No +20

Do you check to see if your clothes  
were produced without child  
labour?

Yes +0  
No +10

Total number of points 230

Least amount of points 20

## Activity 10 Taking a Stand

This activity is designed to enable pupils to think critically about the issues that have been addressed by this resource and to encourage them to become active citizens through taking positions on controversial topics.

*Time:* 15 minutes

*Steps:* This activity can be done with pupils standing up and moving around the room if you have enough space. If you do not, provide pupils with Agree/Disagree signs and they can state their position from their seats (alternatively you can decide on a system such as left hand up if you agree, right hand up if you disagree, hands in lap if you are undecided).

- If pupils are moving around, identify an Agree side of the room and a Disagree side of the room. If they are seated instruct them on how to signal their opinion.
- Explain to pupils that you are going to read a series of statements. If they agree they should indicate by moving to Agree side of room or putting up their Agree sign, etc. If they are unsure they should stand in the middle of the space.
- After you have read the first statement and people take their positions, ask some pupils why they took the position that they did. Explain that if there is anything that anyone says that makes them change their mind, then they can change which side of the room that they are on or which sign they are holding up.
- Sample statements:
  - Everyone should be able to have what they want.
  - We should be more worried about taking care of people who are suffering in Ireland than about those living in other countries.
  - It is not possible for any one individual to have any real impact on global issues.



## Teacher Info Sheet 5

## Ethical Consumerism in Action

There are a number of ways that pupils can become consumer activists including campaigns, public actions, personal challenges and boycotts. Action projects are a great way to inspire pupils to commit to the ideals of global justice as well as reinforcing the learning that takes place within your classroom.

**Fairtrade Fortnight:** Fairtrade Fortnight takes place each year at the end of February running through early March and is designed to raise awareness about Fairtrade. There are usually events taking place in many Irish cities and towns and you could become involved in existing activities or design your own, such as collecting signatures to convince a local shop to stock only Fairtrade bananas or have your staff room only use Fairtrade tea and coffee. Fairtrade Ireland has up to date information about Fairtrade Fortnight along with ideas for activities: [www.fairtrade.ie](http://www.fairtrade.ie).

**Clean Clothes Campaign:** An international movement to remove child and forced labour from the garment industry by pressuring companies to make sure that all labour in their overseas factories meets fair standards. For more information: <http://www.cleanclothes.org/>.

**Labour Behind the Label:** This organisation focuses on garment workers' rights around the world and specifically on the issues of poor wages, long hours, unsafe conditions, physical and sexual abuse, and the suspension of the right to unionise. They are working to get companies to be aware of abuse throughout their supply chains. They have campaigns on-going that focus on the shoe industry, the right to a living wage and worker safety. For more information: <http://labourbehindthelabel.org>.

**The 28-Day Palm Oil Challenge:** Rainforests around the world are under threat from western companies who use massive amounts of palm oil in their snack products. The website provides information on companies that use palm oil and how as consumers we can adopt a more sustainable lifestyle by using less palm oil. The palm oil industry is linked, in addition to destruction of the Rainforests, to animal cruelty, human rights abuses of local populations, and poor environmental standards. For more information: <http://www.saynotopalmoil.com/index.php>.

**Buy Nothing Day:** This is an annual event that began in Canada as a response to the overconsumption following American Thanksgiving (a day called Black Friday originally because so many people went shopping that it caused problems in city centres around the United States). Supporters of Buy Nothing Day advocate a total suspension of consumer activity for one full day.

## Actions for Schools

Fair Trade is a great opportunity to focus action projects on a global issue. There are two calendar events, Fairtrade Fortnight (late February – early March) and World Fair Trade Day (mid-May), that can help anchor pupils' actions.

There are a number of in-school activities that can promote awareness of Fair Trade such as:

- Fair Trade Breakfasts or Bake Sales that use Fair Trade ingredients/products
- Fair Trade Poster Campaign
- Fair Trade Football Action
- Fair Trade Audit of local shops
- Fair Trade Petition to encourage shops to stock more Fair Trade

Pupils can also work toward becoming a Fair Trade School. In Ireland, Fair Trade School Status is conferred by Fairtrade Ireland. The steps include:

- Have a Fairtrade speaker visit your class or school
- Watch the *Fair Comment* video available in six-parts on YouTube
- Stock some Fairtrade products in the school's canteen or tuck shop
- Have the staff room serve Fairtrade tea and coffee
- Hold a school wide event to promote Fairtrade Fortnight



[<http://www.rhosyfedwen.co.uk/our-school/fair-trade-committee.aspx>]

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