

Going Beyond the Symbols:

Ethical Consumerism
and **Fair Trade** for
Post-Primary Education

2nd Edition



Contents

About this Resource		2
Junior Cycle	Junior Cycle Framework	3
	Curriculum Links to Junior Cycle	4
Senior Cycle	Curriculum Links to Senior Cycle	5
Section 1	Sustainability	
Info Sheet 1:	Sustainable Development Goals	6
Activity 1:	Exploring Sustainability	7
Activity 2:	Interdependence	9
Activity 3:	Needs v. Wants	10
Section 2	Fair Trade	
Info Sheet 2:	Ethical Consumerism and Fair Trade	12
Activity 4:	Defining Fair Trade	13
Activity 5:	Principles of Fair Trade	15
Info Sheet 3:	The Problem with the Banana	19
Activity 6:	Literacy: Two Poems About a Banana	20
Activity 7:	Numeracy: The Real Cost of a Banana	21
Info Sheet 4:	Child Labour	22
Activity 8:	Literacy: Child Labour Blogs	23
Section 3	Taking Action	
Activity 9:	Numeracy: Carbon Footprint Game	24
Activity 10:	Taking a Stand	26
Info Sheet 5:	Ethical Consumerism in Action	28
Actions for Schools		29
Evaluation Tool		30
Additional Resources and Works Cited		32

The Waterford One World Centre is a Development Education Centre that focuses on the Sustainable Development Goals specifically on the intersection of Ethical Consumerism, Climate Change and Sustainable Living.



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About this Resource

Going Beyond the Symbols: Ethical Consumerism and Fair Trade for Post-Primary Education 2nd Edition is designed to provide an introduction to Ethical Consumption and 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 Responsible 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"> • The role ethics play in our consumer culture • Understanding that local action can have global impacts • Sustainability and the importance of pursuing a sustainable lifestyle • Global interdependence
 Skills	<ul style="list-style-type: none"> • Critical thinking and analysis of information • Working with others • Communication skills • Taking Action
 Attitudes/ Values	<ul style="list-style-type: none"> • Recognition that we need to balance economic, social and environmental concerns • Commitment to global social justice • Empathy and solidarity

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 students to engage and feel solidarity 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.

This resource looks at ethical consumerism and how it is integral to building a sustainable global system and combatting climate change. This resource provides short term activities that you can use to introduce students to the topics of Ethical Consumerism (including Sustainability, Fair Trade and Climate Change) and also sustained activities or actions that can provide students with an in-depth experience of the issues.

There is also immense value in interacting with first-hand accounts of any topic so wherever possible primary sources, voices of people from around the world, have been included and we encourage young people to learn from these voices as much as through the lens of educators, politicians and writers from Ireland and Europe.

The activities included in this resource were piloted and refined with a range of Irish and European learners in Ireland, Czech Republic, Poland, Spain and Romania.

Junior Cycle

The tables below highlight some areas where Sustainability and Responsible Consumption are a natural fit within existing Irish curricula. These issues are cross-curricular in nature and there are many ways to include sustainability in your teaching. There are also literacy and numeracy activities embedded in the classroom activities included in this resource.

The changes to Junior Cycle that were brought in with the 2015 *Framework for Junior Cycle* are reflected in this document and the work that is done with development education supports many of the Statements of Learning (SOL) laid out in the Framework.

Curriculum Area	Curriculum Link*	Links to this Resource
Framework for Junior Cycle 2015	SOL 5: Has an awareness of personal values and an understanding of the process of moral decision making	Activity 10: Taking A Stand
	SOL 7: Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts	Activity 9: Carbon Footprint
	SOL 10: Has the awareness, knowledge, skills, values and motivation to live sustainably	Activity 1: Exploring Sustainability Activity 3: Need v. Wants
	SOL 14: Makes informed financial decisions and develops good consumer skills	Activity 7: The Real Cost of a Banana
	This resource also supports the following Key Skills: <ul style="list-style-type: none"> • Expressing ideas clearly and accurately; • Making considered decisions; • Thinking creatively and critically; • Exploring options and alternatives; • Implementing ideas and taking action; • Contributing to making the world a better place; and • Discussing and debating 	

Junior Cycle Curriculum Links

Curriculum Area	Curriculum Link*	Links to this Resource
Civic, Social & Political Education Short Course Learning Outcomes	Strand 1 Rights and Responsibilities: 1.3 Create a hierarchy of needs, wants and rights	Activity 3: Needs v. Wants
	Strand 2 Global Citizenship: 2.2 Sustainable development and living	Activity 1: Exploring Sustainability
	2.3 Create a visual representation of their ecological footprint	Activity 9: Climate Change Quiz
	2.4 Discuss 3 or more sustainable living strategies they can employ in their lives	Activity ??: Climate Change Quiz
	2.5 Examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this	Activity 5: Principles of Fair Trade
	2.10 Evaluate how they can contribute in responding to one challenge currently facing the world	Activity 10: Taking A Stand Actions for Schools
Junior Cycle Business Studies Specification Learning Outcomes	1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society	Activity 3: Needs v. Wants
	1.7 Distinguish between and appreciate their rights and responsibilities as consumers	Activity 4: Defining Fair Trade Activity 8: Child Labour Blog
	1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour	Activity 10: Taking A Stand
	3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade	Info Sheet 2: Ethical Consumerism and Fair Trade Activity 10: Taking A Stand
Junior Cycle Geography Specification Learning Outcomes	2.6 examine the causes and implications of climate change	Activity 9: Numeracy and Carbon Footprint
	3.6 identify global patterns of economic development	Info Sheet 2: Ethical Consumerism and Fair Trade Info Sheet 3: The Problem with the Banana
	3.8 evaluate the role of development assistance in human development	Activity 5: Principles of Fair Trade
Home Economics	Consumer Studies	All Banana Activities
	Textiles	Info Sheet 4: Child and Forced Labour

Senior Cycle

Transition Year (TY) has been the traditional home of development education and there are ample opportunities within TY for this work including the NCAA approved Transition Units *Global Development Issues and Debating Development*. In addition, there are opportunities within senior cycle courses to do work with Sustainable Consumption including Fair Trade and Climate Change.

Curriculum Area	Strand/Topic	Links to this Resource
Politics and Society Curriculum Specification Learning Outcomes	3.3 the range of means of taking action at local, national or international level	Info Sheet 5: Ethical Consumerism in Action Actions for Schools
	4.2 developing skills in listening and communicating	Action 10: Taking a Stand
	8.1 actions that address sustainable development	Info Sheet 1: Sustainable Development Goals Activity 1: Exploring Sustainability
	8.2 arguments concerning sustainable development	Info Sheet 1: Sustainable Development Goals Activity 3: Needs v. Wants
Business Studies	6.6 Social Responsibilities of Business: Ethical Business Practice	Activity 5: Principles of Fair Trade
	7.1 Introduction to the International Trading Environment	Info Sheet 2: Ethical Consumerism and Fair Trade Activity 5: Principles of Fair Trade
Economics	Price and Output: Consumer and Society	Info Sheet 2: Ethical Consumerism and Fair Trade Activity 7: The Real Cost of a Banana
Geography	Unit 6, Learning Outcome 6.2: Interdependent nature of global economic, social and political processes	Activity 2: Interdependence Info Sheet 2: Ethical Consumerism and Fair Trade
	Unit 6, Learning Outcome 6.4: Sustainable development as a model for the future	Info Sheet 1: Sustainable Development Goals Activity 1: Exploring Sustainability
Home Economics	2.2.2 Consumer responsibility	Info Sheet 3: The Problem with the Banana Activity 7: The Real Cost of a Banana Activity 10: Taking a Stand
	5.1 Contemporary Clothing and Fashion	Info Sheet 4: Child Labour Activity 8: Literacy: Child Labour Blog



Source: www.un.org

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. For more information, visit: <http://www.un.org/sustainabledevelopment/>

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: www.youtube.com/watch?v=kR-YRC5D-QY.

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



ACTIVITY 1
Exploring Sustainability

This activity is designed to help students 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 that each group gets a full set)



Steps:

- Introduce the concept of 'sustainability' with a brainstorm or discussion about what actions would be considered sustainable. Using the flip chart/white board, record people's answers. Share with them the definition from the previous page and see if this changes their answers or if they would like to add more.

- Have students work in small groups and provide each group with a full set of the SDG cards. Ask students to prioritise the SDGs, based on which one they think is the most relevant to their own lives, in a diamond shape. The top of the diamond should represent the most relevant and the bottom represent the least relevant.
- Once they have chosen which SDG is most meaningful or important to their group, have them describe what they think the world would look like if that Goal was achieved.
- **Literacy Activity:** This activity can also be done with a literacy focus by having students write an essay or blog about what the world would look like if the SDGs were achieved.

Your brainstorm might look a little like this:



ACTIVITY 1

Sustainable Development Goals Cards



Source: www.dochas.ie

ACTIVITY 2

Interdependence



Interdependence is a theme that runs throughout many Irish curricula, including Geography, Politics and Society, and CSPE, and it is important that students recognise that individual actions can have far-reaching impacts, both positive and negative.

This activity also has both a literacy and numeracy 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 students compile a list of what they have thus far consumed on the day of class including food, clothes, school supplies, petrol, etc.
- Compile the students' answers on flip chart paper/white board.
- Ask students to look at the list and identify which items are produced in Ireland and which are made elsewhere.
- **Literacy Activity:** Students can either discuss or write a short essay of how that same day would have looked if they had to rely on goods that originated in Ireland.
- **Numeracy Activity:** Students can investigate goods that Ireland imports v. exports and relay this comparison in numerical form.



ACTIVITY 3 Needs v. Wants



This activity helps young people make the distinction between the things that we actually 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 people 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 students 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 students work in small groups of three or four people
- Using the Needs and Wants cards, ask students 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 group 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 things that should be considered Needs that have not been included here?
 - 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?

ACTIVITY 2 Needs and Wants Cards



Food and Water	Shelter
Family and Friends	Clothes
Car	TV/Radio
Designer Shoes	Clean Air
Internet Access	Music
Safety	Pets
Rest & Recreation	Money
Good Health	Free Speech

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.

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 students recognise that there are a number of ways that they can use their purchasing power to support a fair and just economic and trade system.

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 Organizations work primarily with small, worker-owned and democratically run cooperatives and associations which bring significant benefits to small producers and workers.



ACTIVITY 4 Defining Fair Trade



This activity looks at the definition of Fair Trade which is taken from the World Fair Trade Organisation.

The majority of Irish people recognise the Fair Trade symbol 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, students 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 students what they know about Fair Trade and record their answers
- Divide students into small groups and hand out a set of definition cards to each group. Working together, ask students 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 definition should read:

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.

- Discussion questions can include:

- Did seeing the definition change your understanding of Fair Trade?
- Do you think this definition covers everything that should be a part of Fair Trade? How would you change it?



Want to Know More?

Check out developmenteducation.ie's special thematic section on Ethical Consumerism available at: www.developmenteducation.ie/feature/ethical-consumption/

ACTIVITY 4 Fair Trade Definition Cards



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,
disadvantaged producers and workers –
especially 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



Time:
15 minutes

Materials:

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

Steps:

- Divide students into four groups and provide each group with one of the case studies included in this resource and the Fair Trade Principles Sheet.
- Have students 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 student from each group to tell the other groups about their case study and which principles it supports.



Want to Do More?

As a follow up activity, have students do supermarket research that looks at country of origin, pricing, ingredients, etc. to look at the supply chain of Fair Trade products.

ACTIVITY 5 Fair Trade Case Studies



Source: Fairtrade Ireland

Meet **Juliet Arku Mensah**

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

VREL produces both conventional 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.

VREL 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=cEnOUqjo238>



Source: tcvnews.tv

Meet **Kuapa Kokoo Cooperative** from Ghana

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 90% of 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 and bore holes for fresh water
- Health clinics
- Use of the by-products from cocoa production in soap making companies run by women
- Construction of day-care centres

For more information about the Kuapa Kokoo Cooperative, check out:
<https://www.youtube.com/watch?v=HTCgpCZwJYU>

ACTIVITY 5 Fair Trade Case Studies



Source: Fairtrade Ireland

Meet **Ivan Vasquez**, Raos Cooperative, Honduras

About 125 million people around the world depend on coffee to make a living and coffee is the highest traded agricultural commodity. 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 stable rainy and dry seasons. Coffee plants are hard hit by climate change. Fair Trade makes sure that farmers use environmentally sustainable production methods.

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 and blends are best and is a highly-skilled position).

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.



Source:
www.sugarindustryofbelize.com

Meet the **Belize Sugar Cane Farmers Association (BSCFA)**

Most of the sugar consumed around the world comes from sugar cane (80%). Most sugar cane is grown by small-scale farmers and plantation workers who do not have access to sugar mills and distribution channels. 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 (60% of exports). BSCFA has a membership of over 5000 sugar cane growers with approximately 50,000 people who rely on sugar cane production for their incomes. BSCFA receives around \$3.5 million (USD) per year in Fairtrade Social Premiums which has been used in the following ways:

- Soil analysis which has led to increased crop yields
- Decreased reliance on chemical pesticides
- Sustainable waste recycling facilities
- Assistance to community members for medical costs
- Payment of fees and scholarships to workers' children

Fair Trade Principles

- 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.
- 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)

SECTION 2 | FAIR TRADE | INFO SHEET 3

The Problem with the Banana

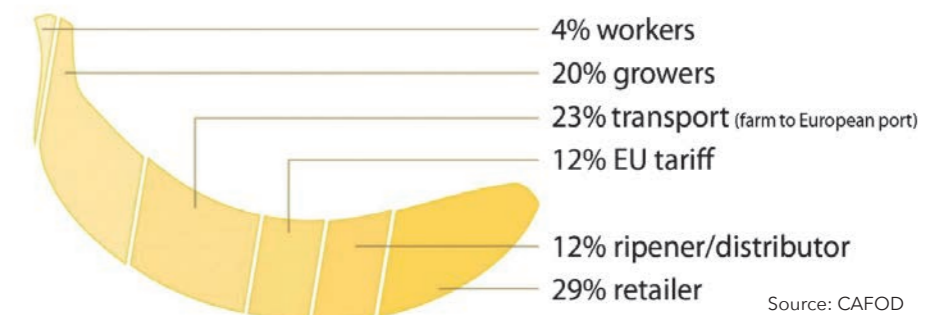


Bananas are the most popular fruit in Ireland with over 5 million of them eaten every week (The Journal). But bananas do not grow in Ireland and so are imported from tropical climates. Most bananas eaten in Ireland originate in the Dominican Republic. But problems within the banana industry date back 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 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.



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 20th 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.



Want to Watch More?

These videos demonstrate some of the issues in the banana industry and are a good way to help students to connect to these issues.

Banana Wars from the Fairtrade Foundation. Available at: <https://www.youtube.com/watch?v=yzpuxBVG-NA>

The Global Environmental Injustices of Banana Plantations, Colgate University. Available at: <https://www.youtube.com/watch?v=9EjRkxnfKoQ>

ACTIVITY 6 Two Poems About a Banana



For this activity, students 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 post-learning about the banana trade.

Time: 20 minutes

Materials:

- White board or flip chart paper and markers
- Copies of Info Sheet 3: *The Problem with the Banana* (included on previous page) for each student

Steps:

- Have students generate a list of words related to bananas and write these words on a white board or flip chart paper
- Literacy Activity:** Students should then write their first cinquain based on the words on the board.
- The banana industry has a long history of worker mistreatment and environmental damage making this a particularly important industry for Fair Trade. Have students read *The Problem with the Banana* and/or watch the videos listed on the previous page either in class or for homework.
- After students 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 students compare their two poems making note of tone and point of view.

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 4th line, and the 5th line is a repeat of the subject line.

Example:

Banana
Yellow Herb
Exotic Common Lunch
Spots Mushy
Banana



Source: Waterford One World Centre, Banana Art by Waterford Area Primary Pupils

ACTIVITY 7 The Real Cost of a Banana



Comparison of Fairtrade and Non-Fairtrade Banana Prices (price per banana)

Shop	Fairtrade	Non-Fairtrade
Tesco	.27	.25
Dunnes	.33	.24
Lidl	.30	.20
Aldi	.27	.20

* Prices as of March 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.

Banana Value Chain

Value Chain	Percentage Received (per banana)*	Euro Received
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

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?
- If you were to change the way people on the supply chain get paid, how would you divide up the cost of a banana?

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 12th 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 20th of November and is a good opportunity to work with students 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 students 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 social premium is a small amount that is included in the price of Fair Trade goods that goes directly into improvement projects for Fair Trade producing communities. 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.



Source: International Labour Organisation



Want to Watch More?

Child Labour: A Day in the Life. Available at: www.youtube.com/watch?v=mn8chUKrdsA

The Ethletic Fairtrade Football Story. Available at: www.youtube.com/watch?v=-ZM5-FbKeSw

Child Labour: The Darker Side of Chocolate. Available at: <https://www.youtube.com/watch?v=KXWFXeIZY9g>

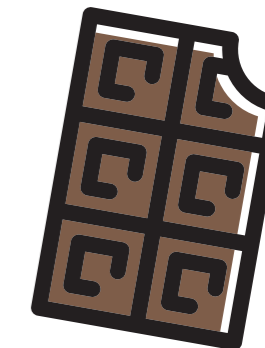
Child Labour and Tobacco. Available at: <https://www.youtube.com/watch?v=0-8TBceaO5Q>

ACTIVITY 8 Child Labour Blog



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 the cocoa industry via a series of videos taken in West Africa and available on YouTube.



Time: 45 minutes

Materials:

- Computer with internet & data projector

Watch (one or more of the following):

- Child Labour: The Dark Side of Chocolate <https://www.youtube.com/watch?v=KXWFXeIZY9g>
- Child Workers Boost Ivory Coast Chocolate Industry <https://www.youtube.com/watch?v=4NFgkFgPv0U>
- CNN's Cocoanomics: Child Labour in the Cocoa Industry <https://www.youtube.com/watch?v=yWiK7gNBUMQ>

Steps:

- **Literacy Activity:** After watching the video(s), provide students 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 there a difference between the child labour seen in the videos and the child labour that takes place in Ireland? (for information on laws regulating the working environment of people under 18 in Ireland see the Citizen's Information website http://www.citizensinformation.ie/en/employment/starting_work_and_changing_job/young_people_at_work/rights_of_young_workers.html)
 - Is it possible that education is not necessarily the best option for all children?
 - Is it more important to solve poverty than it is to solve child labour?
- Have students 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.



Want to Know More?

- <https://ii.library.jhu.edu/2013/11/27/using-blogging-as-a-learning-tool/>
- <http://kidslearntoblog.com/how-to-start-a-blog-for-kids-under-13/>

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 lends to the understanding 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.



Carbon Footprint Quiz

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 use a reusable water bottle rather than single-use bottles?

- Yes +0
- No +20

Total number of points: 250 | Least amount of points: 20

ACTIVITY 10 Taking a Stand



This activity is designed to enable students 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 learners standing up and moving around the room if you have enough space. If you do not, provide students 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 students 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 students 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 students 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

It is more important to protect the environment by decreasing our food miles (how far our food has to travel to get to our plates) than it is to buy Fair Trade products.

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.



Agree



Disagree

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



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 school only use Fairtrade tea and coffee.

Fairtrade Ireland has up to date information about Fairtrade Fortnight along with ideas for activities: 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: 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: www.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: www.saynotopalmoil.com



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 students' actions. Use the *Action Evaluation Sheet* on the next page to help students guide their activities.

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

Students can also work toward becoming a Fair Trade School. In Ireland, Fair Trade School Status is conferred by Fairtrade Ireland. This is a five-step process and it works well with TY and CSPE Action Projects.

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



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



Action Evaluation Sheet

Action:

Plan (steps that need to be taken):

1. _____
2. _____
3. _____
4. _____
5. _____

Interim Report (to be completed approximately at the half way point from planning to completion):

1. What is going well?

2. Have you encountered any problems?

3. Is everything going according to schedule (will action take place on-time)?

4. Are there any changes required?

Final Report

1. What did you do (describe the action)?

2. What did you learn?

3. Do you think your actions had an impact? Did you make a difference?

4. What went well?

5. If you were to do it again, what would you do differently?

Adapted from Equal Exchange

Evaluation Table

Use the following table to assess whether your students' work on EC/FT has had a measurable impact. Using a scoring system of 1 to 5, have students indicate how much they agree with each statement. Ask students to fill it out prior to their learning, and then again when you have completed your work on EC/FT.

Statement	Pre-Action	Post-Action
It is possible for students, like myself, to have an impact on global issues.		
Ethical Consumerism is relevant to my life.		
We should always buy the cheapest products available.		
I am willing to take action to make people's lives better either in my community or overseas.		

Adapted from WorldWise Global Schools Self-Assessment Tool

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