



# Ethical Consumerism in European Education



Education and Culture DG  
Lifelong Learning Programme  
Grundtvig



Asamblea de  
Cooperación  
por la Paz



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## ABOUT THIS PROJECT

Ethical Consumerism in European Education (ECEE) is a consortium of European partners with a shared interest in ethical consumerism and fair trade (FT/EC). This toolkit is designed to provide a practical guide to teaching FT/EC for NGOs, activists, social organisations, educators, trainers, etc. who work with young people, adults and the community. The aim of the toolkit is to promote sustainable consumption based on ethical values through motivating change in individuals, families and communities.

This toolkit offers examples of good practice for non-formal and informal educational settings based on work done in six European countries. It recognises the ever-increasing need for raising awareness about responsible consumer consumption. This toolkit promotes the active engagement of the public on issues of consumption within their own communities and on a global scale.

The toolkit includes workshops, campaigns, activities and other useful tools that promote critical thinking, reasoning and help to find ethically and environmentally suitable solutions in our daily lives.

Educators and activists are encouraged to adapt this material to meet their needs and the needs of their groups and to use their own knowledge and creativity to improve the activities. There is a lot of information about these issues and topics and we encourage educators to learn more about them as they work with their learners.

## BACKGROUND

This toolkit was developed out of the project "**Ethical Consumerism in European Education**". The aim of the project was to provide a practical and useful manual for educators to use to engage learners on FT/EC as a global development issue. The two main goals of this project were to identify effective methods for encouraging people to buy ethically sourced goods and products and to create a tool that could be used by community groups, organisations and educators to raise awareness.

The project examined existing efforts in order to ascertain the extent and effectiveness of initiatives for learners and to support the networking of organizations working in this area. Widespread participation by both learners and educators in the research and creative process resulted in the publication of this toolkit. *This project was financially supported by the European Commission within the Lifelong Learning Programme and sub-programme Grundtvig.*

## ABOUT THE PARTNERS

The **Waterford One World Centre (WOWC)** is a development education centre, located in Ireland, that aims to empower people to act on issues of social justice focusing on issues of FT/EC. Contact: Lucy Whittle, Coordinator, [lucy@waterfordoneworldcentre.com](mailto:lucy@waterfordoneworldcentre.com) or for more information: [www.waterfordoneworldcentre.com](http://www.waterfordoneworldcentre.com).

The **Polish Fair Trade Association (PFTA)** is a not-for-profit non-governmental organisation that promotes fair trade in Poland and throughout the world and aims to make socioeconomic relations between the North and South more balanced and just through the promotion of FT/EC. Contact: Wojciech Zieba, [w.zieba@sprawiedliwyhandel.pl](mailto:w.zieba@sprawiedliwyhandel.pl) or for more information: [www.sprawiedliwyhandel.pl](http://www.sprawiedliwyhandel.pl).

**Asamblea de Cooperación por la Paz (Assembly for the Cooperation for Peace)** is a Spanish NGO that works for sustainable development in 15 countries and provides educational programmes that promote peace, human rights and the fight against racism. Contact: Mariona Fontanella Laguna, [accionsocial@acpp.com](mailto:accionsocial@acpp.com) or for more information: [www.acpp.com](http://www.acpp.com).

**The Centre of Environmental and Ethical Education Zivica** is an educational centre in Slovakia that focuses on eco-schools, eco-shops and eco-counselling as well as promoting a holistic and participatory vision for environmental and development education. Contact: Zuzana Dovalová, [dovalova@zivica.sk](mailto:dovalova@zivica.sk) or for more information: [www.zivica.sk](http://www.zivica.sk).

**The Peace Action, Training and Research Institute of Romania (PATRIR)** is a non-governmental organisation aimed at promoting human rights and non-violence through a solutions-oriented approach to social analysis. Contact: Adela Militaru, [adela.militaru@gmail.com](mailto:adela.militaru@gmail.com) or for more information: [www.patrir.ro](http://www.patrir.ro).

**NaZemi** is a Czech non-governmental organisation that aims to empower people in developing countries to lift themselves out of poverty through the promotion of development education, fair trade and corporate responsibility. Contact: Kristýna Hrubáová, [kristyna.hrubanova@nazemi.cz](mailto:kristyna.hrubanova@nazemi.cz) or for more information: [www.nazemi.cz](http://www.nazemi.cz).

## ETHICAL CONSUMERISM AND DEVELOPMENT EDUCATION

FT/EC is an issue that impacts most people in the Global North in that most of us make consumer choices on a weekly, if not daily, basis. This allows for a unique opportunity for education practitioners to expand on the accessibility of FT/EC to introduce a broader range of global issues.

The decisions we make while shopping are generally influenced by price, brand, product quality, promotions, packaging, etc. However, the content of our baskets is rarely associated with a moral choice. How we choose to spend our money can influence the lives of humans, animals and the planet. This money can contribute to the development of local markets, family farms, charities and aid, or it can support the violations of human rights, arms trade, the cruel treatment of animals, waste, exploitation and environmental damage.

As consumers we have the right to choose. Exercising this right with a conscience makes us responsible 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 refers to actions that aim to decrease the negative impacts that our behaviour has on the environment and human relations and increase our positive impact on societies and the economy (Related terms include conscious consumption, responsible consumption and sustainable consumption). Our purchases have the power to shape the world. When you buy organic food, for example, you also support environmental protection, your health and the health of the farmers and food workers. When you buy Fair Trade products, you also support the environment, human dignity, workers' rights and the sustainable development of communities in the Global South.

Additionally, poorer peoples around the world are bearing the real costs of our savings through low prices paid for agricultural and industrial goods originating in the Global South. Unfair terms of international trade are now one of the leading causes of poverty and hunger in the poorer countries in the Global South. Animals often suffer greatly in order to provide us low-cost meat and products, from the inhumane treatment of farm animals to the testing of cosmetics and medicines on live animals. Discount shopping also impacts our own streets and neighbourhoods with local shops disappearing at an alarming rate resulting in the loss of good, well-paying jobs which are replaced by jobs where workers' rights and dignity are not respected.

There is not one universal definition for an "ethical" product. However, we would classify an ethical product as one which does not involve human or animal suffering or the destruction of the environment. Ethical labelling usually involves additional requirements where the manufacturer contributes positively to the lives of the people and animals involved and works towards protecting the environment.

Ethical Consumption is closely associated with Sustainable Consumption, which results from conscious, ethical and responsible consumer attitudes. Sustainable consumption we define as optimal, conscious and responsible use of available natural resources, goods and services at the level of individuals, households, local communities, business communities, local and national governments, and international structures, in accordance with the principles of sustainable development. It is designed to meet the needs and improve the quality of life for all, both locally and globally, while respecting human rights and labour rights, taking into account the ability to satisfy the needs of other people, including future generations, and preserving and restoring natural resources for them. Sustainable consumption aims to limit over consumption, the production of waste and pollution, and promotes ethical, social and environmental criteria when making consumer choices.

## FAIR TRADE AND FAIRTRADE

Fair Trade is the most obvious opportunity to exercise ethical consumer choices. Fair Trade opposes the unjust nature of conventional trade regimes, focusing in particular on marginalized producers (farmers, craftsmen and workers) from the Global South. It is also an effective tool to encourage and enable consumers to consider the social, economic and ecological consequences of their purchases.

Current trade rules do not provide sustainable standards of living or opportunities for people in the Global South resulting in over 2 billion people, despite their hard work, living on less than 2 U.S. dollars per day. Current market forces deepen marginalization and exclusion. The poor have limited choices which make them vulnerable to exploitation and low wages.

Conventional trade which focuses on the constant reduction of costs and price reduction has unleashed a 'race to the bottom' leading to, especially in poor countries, a lowering of wages, poor employment standards, poor health and safety standards, violations of human rights and labour rights, poverty, hunger, and environmental destruction. Unfortunately, for multinational corporations it is also the most reliable way to maximize profits and consumers unwittingly contribute to this process by buying low-cost products that have been manufactured in unjust and inhumane conditions.

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 a 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.

For more information about Fair Trade and its associated symbols such as Fairtrade and Rainforest Alliance, consult the *Additional Resources* section on p.15.

## Workshops

In this section you will find six workshop plans that we hope you find useful. These workshops will introduce and inform people about Ethical Consumerism and Fair Trade. These activities are focused on the connections between the personal, local and global dimensions of consumption. We aim to motivate and inspire people to support ethical consumption by understanding the causes and consequences of their lifestyle.

### Workshop 1                      Needs v. Wants

The aim of this workshop is to encourage people to realise what we actually need in order to survive and that we could do without many things we consider necessary.

#### Learning Objectives:

- To examine the difference between needs and wants
- To explore issues impacting people of the Global South
- To discuss how ethical consumption can have a positive impact on the lives of people around the world

**Timeframe:** 1.5 hours

**Target Groups:** Adult learners, young people aged 15+

#### Materials:

- Blackboard or flip chart and markers/flip chart paper and markers;
- Blue Tac or other adhesive
- Computer and projector with slides or photos depicting living conditions in the Global South

#### Steps:

1.     *Introduction (5 min.)*

The facilitator provides a brief introduction to the topic and what will take place during the workshop. A brief ice-breaker or other type of introductory activity should be used with groups that are not familiar with each other.

2.     *Brainstorm (20 min.)*

- Participants come up with answers to the question: What do we need to live? The facilitator or a designated participant records the answers on the board or on flip chart paper;
- When the list is done, have participants discuss what items can be taken off the list if they aren't really 'needs'.

- The facilitator should lead a group discussion of the "brainstorming" results based around the following considerations: Can you try to imagine being in a position where you are denied those basic elements? How would you choose what to give up if you had to? Should all people be guaranteed that their needs be met?

3. *Background (15 mins.)*

Read the provided text "Testimony from Zambia" and/or "Testimony from Burundi". You can also use these stories for a role-play. Actors should try to put themselves in the situation. After participants are finished reading the text or playing out the scene, and have reflected on the readings, start a discussion with the participants, helping them by asking the following questions:

- How did the first/second mother feel, when she was walking to the health centre and how did she feel on the way back?
- Imagine a conversation she could have with her husband and children, after returning home, and try to act it out.
- What kind of inner struggle did the mother have to deal with before making a decision?
- What would she think about before she made a decision?
- How did she feel after the decision?
- How did the other family members feel, especially a child who had to die?
- Do we have to make such dramatic choices?
- Do these situations concern us?

**Facilitator Notes:**

- The words that were crossed-off can be used to extend the activity: Start with a discussion about how many people around the world have to actually make these decisions in their real lives, for example, some people around the world have had to remove many food items from their list of needs.
- Explain the consequences of not having access to the things that have been crossed out, illustrating them with photos which circulate among the group or are shown on the projector. The facilitator could also be prepared to site statistics about food, water, air, etc. around the world.
- The Irish umbrella agency for development organisations, Dóchas, has published a Code of Conduct on Images and Messages, to provide guidance to organisations about the images and messages that we use from the Global South. The Code helps organisations avoid stereotypical or sensational images and encourages organisations to maintain full respect for human dignity. For more information: [www.dochas.ie/code](http://www.dochas.ie/code).

### **TESTIMONY FROM ZAMBIA**

Dr. Adabayo Adedeji says:

A Zambian woman brought two children to a doctor. One was 3 years old and the second one was 13. They were both very sick.

The doctor wrote a prescription. The woman thanked him and left. Afterwards, the doctor ran into the woman by chance and asked about her children's health. The woman said that the younger child died. She explained that she only had enough money for medication for one child, so she bought them just for the older one. That child recovered quickly, but the mother had to helplessly watch her younger child dying.

*Adabayo Adedeji is a Nigerian politician. He was Executive Secretary to the United Nations Economic Commission for Africa from 1975 to 1978, and UN Under-Secretary-General from 1978 until 1991. He is the founding Executive Director of the African Centre for Development and Strategic Studies (ACDESS) in 1991, a position he holds till date. (Wikipedia)*

### **TESTIMONY FOM BURUNDI**

Alicja Kajak says:

In years 2001-2005 I worked in Burundi. At that time, due to war and drought, exceptional poverty and hunger were prevailing there. I was responsible, among other things, for two therapeutic centres for treatment of starvation diseases, where malnourished women and children were cared for. Other organizations sent ambulances to search for cases of starvation diseases among children, who were then transported to the centres.

I saw many cases of families with only one child suffering from advanced starvation, while the other children were healthy and well nourished. Most of them were raised by single mothers - mostly widows of husbands murdered during the war. In such cases, the mother was taken to the centre along with her children. Conversations with them revealed that when there wasn't enough food for all children, mothers had to make a dramatic choice - what kids get to eat. They couldn't do it any other way. They stopped to feed the weaker or sick children, in order to save other children and not condemn them to chronic malnutrition and slow death.

*Alicja Kajak is a Polish lay missionary and nurse, worked 15 years in Africa (Cameroon, Tunisia, Burundi)*



#### 4. *Defining Overconsumption*

Ask participants to move into groups of 4 or 5 and discuss the concept of 'overconsumption'. Once they have finished their discussion, have them, as a group, define it. One person from each small group should present their definition to the entire group and the facilitator should summarise the definitions on flip chart paper or white board.

In full group, discuss the following questions:

*Does consumerism, or having lots of things, make people happy?*

*What are some non-commercial ways of achieving happiness?*

On flip chart paper, record the answers to the following:

*What can we do to make the world a better place?*

Highlight those answers that are consistent with EC/FT and how we can make a positive impact with our actions for people living in the Global South.

*Additional Resources:*

Ecological Footprint website: <http://www.myfootprint.org>

How many slaves work for you? : <http://slaveryfootprint.org>

Background information and definitions of overconsumption: <http://worldcentric.org/conscious-living/increasing-consumption>

Is Sustainability a Dangerous Myth Fueling Overconsumption? Guardian article available at: <http://www.theguardian.com/sustainable-business/sustainability-dangerous-myth-over-consumption>

Affluenza, website to accompany PBS programme, available at: <http://www.pbs.org/kcts/affluenza/>

## Workshop 2

## Fair Trade Principles

The aim of this workshop is to familiarise people with Fair Trade and its underlying goals and principles as well as the positive impact that Fair Trade has had on people of the Global South.

### Learning Objectives:

- To introduce Fair Trade principles and goals
- To explore the range of Fair Trade activities
- To demonstrate the impact that Fair Trade has on producers from the Global South

**Timeframe:** 45 minutes

**Target Group:** Adult learners, young people aged 15+, divided into 5 groups of 5 (if possible)

### Materials:

- Pencils and scrap paper, enough for all participants
- Flip chart paper
- Charter of Fair Trade Principles (available at: [http://ftsf.eu/resources/statement\\_of\\_core\\_principles.pdf](http://ftsf.eu/resources/statement_of_core_principles.pdf)). Divide the charter into the 5 principles to be distributed to groups (one principle per group). We suggest the following break down: 1) Introduction and common vision; 2) Fair Trade definition and core principles); 3) Fair Trade and labour rights; 4) Fair Trade labour rights table; and 5) Implementation/Distinct approaches to Fair Trade.

**Facilitator Note:** The Charter of Fair Trade Principles is one of the most important documents of the Fair Trade movement. The Charter was adopted in 2009 by the World Fair Trade Organisation and Fairtrade International. It provides a single internationally recognised reference point for Fair Trade and gives a concise explanation of the principles and how they are implemented. The Charter is also intended to set the foundation for future dialogue and co-operation among Fair Trade Organisations – and between those organisations and other actors – in order that Fair Trade fully develops its potential to secure greater equity in international trade.

## Steps:

### 1. *Introduction and set up (15 minutes)*

Since this is an introductory activity to Fair Trade, some participants may not be fully aware of Fair Trade. Start with a brief brainstorm to ensure that all participants are generally aware of Fair Trade.

Divide participants into five groups and give each group one part of the Charter, some scrap paper and pencils if needed. Ask participants to analyse and discuss their section of the Charter. Each group should become expert on their section. Encourage participants to ask questions and take notes on their scrap paper. Explain to participants what the Charter is and why it is important to the Fair Trade movement (see Facilitator note).

### 2. *Jigsaw (15 minutes)*

Once each group has become expert in their field (specifically their section of the Charter), redistribute participants into different groups that consist of at least one person from each of the expert groups. In the new groups, each expert reports on the section of the Charter that they studied (begin with the introduction and finish with approaches). Once the participants are finished teaching their section, have participants return to their original groups. Follow-up with a short debrief, potential questions could include: how they felt about teaching to their peers, do they think the model of learning from peers is a good one, and were they surprised about any thing that they learned about Fair Trade?

For more information about how to use the Jigsaw in learning environments, visit: <http://www.jigsaw.org/>

### 3. *Mindmap (10 minutes)*

In their original groups, ask participants to create a mind map with Fair Trade in the centre (if you are unfamiliar with the Mind Map technique, visit the following for an explanation and examples: [http://www.mindtools.com/pages/article/newISS\\_01.htm#](http://www.mindtools.com/pages/article/newISS_01.htm#)). Ask participants to map their learning from their original groups and from their visits as experts.

### 4. *Conclusion (5 minutes)*

Have teams present their mind maps asking each group what they felt was the most important part of their learning for this activity.

## Workshop 3                      Free Trade v. Fair Trade

The aim of this workshop is to clarify the difference between Fair Trade and Fairtrade as well as some differences between these and conventional trade.

### Learning Objectives:

- To define Fair Trade and Fairtrade
- To discuss the value system behind Fair Trade

**Timeframe:** 60 minutes

**Target Group:** Adult learners, young people aged 15+

### Materials:

- Paper cards with words/expressions from the Fair Trade definition, each card should contain one word or a short phrase, there should be 6 sets of these (depending on group size). Definition is included on p.14.
- Flip chart sheet or Powerpoint slide comparing Fair Trade with conventional trade
- Extra flip chart paper and markers
- Blue tac

### Steps:

#### 1. *Introduction (5 minutes)*

Based on the background section of this toolkit and your own knowledge, provide participants with basic information about Fair Trade and explain that this activity will help them design their own definition of Fair Trade.

#### 2. *Designing the Definition (15 minutes)*

Divide participants into four or five groups. Each group is given a large sheet of paper, markers, and an envelope containing the paper cards. Explain to participants that they should take the cards out of the envelope and with them construct the definition of Fair Trade. They should place the cards in the order that they think would make the best definition. They should use all of the paper cards.

3. *Reflection (5 minutes)*

Have each group read out their definition and make notes of any differences that exist between them and discuss why these differences might exist. Have the 'correct' definition written out on a piece of flip chart paper for participants to compare their own definition.

4. *The Values of Fair Trade (15 minutes)*

Ask participants in their small groups to discuss what they think are some of the values that underpin Fair Trade. You can provide additional information by encouraging participants to ask questions as they participate in the discussion. Working as a full group, have participants provide some of the values that came up in their discussion and write these answers on a sheet of flip chart paper. The group can then decide which values should be kept and which should be crossed off or combined with other answers.

5. *Decision Tree*

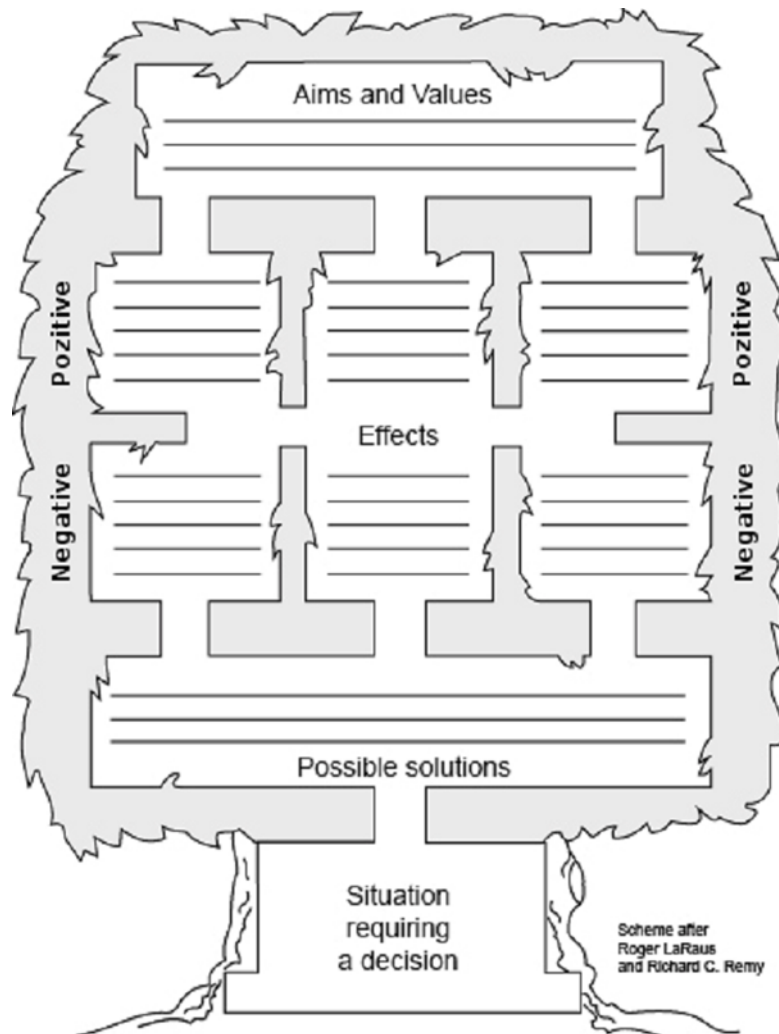
Using another group of words/phrases, participants stack cards in either a Fair Trade pile or a Conventional Trade pile. Words and phrases could include: free trade, environmental protection, subsidies, forced labour, living wages, transparency and accountability, free flow of capital, inequitable trade agreements, corporate incentives, gender equity, etc.

When participants have finished, have them using the decision tree on page 15 and the information learned during this session, compare Fair Trade to conventional trade systems.

**Facilitator Note:** Free trade and conventional trade can be used interchangeably for these purposes. It is important that participants gain the knowledge that free trade is many times not fair in that the bigger countries and companies fare much better than small countries and producers.

**Fair Trade Definition from the World Fair Trade Organisation:** *“Fair Trade is a trading partnership, based on dialogue, transparency and respect, that seek 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. Fair Trade Organizations, backed by consumers, are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade.”*

Fair Trade is a trading partnership	especially in the South,
based on dialogue, transparency and respect,	Fair Trade Organisations,
that seek greater equity in international trade.	backed by consumers,
It contributes to sustainable development	are engaged actively in supporting producers,
by offering better trading conditions to,	awareness raising and in campaigning for changes in the rules and practice
and securing the rights of,	of conventional international trade.
marginalized producers and workers –	



For more information on how to use the Decision Tree, see:

<http://www.mindtools.com/dectree.html>

<http://www.wikihow.com/Create-a-Decision-Tree>

<http://www.decision-making-confidence.com/decision-trees-examples.html>

## Background reading:

### *Free Trade v. Fair Trade*

Fair Trade vs. Conventional Free Trade: An Introduction: <http://fairworldproject.org/voices-of-fair-trade/fair-trade-vs-conventional-free-trade-an-introduction>

What's the Difference Between Fair Trade and Free Trade? <http://resources.crs.org/wp-content/uploads/2012/04/whats-the-difference-between-fair-trade-and-free-trade.pdf>

Free Trade Vs. Fair Trade - Not The Same!

<http://fairtradeworld.wordpress.com/2013/02/28/the-difference-between-free-trade-fair-trade>

How does Fair Trade Differ from Free Trade? <http://www.fairtraderesource.org/uploads/2007/09/Free-Trade-Is-Not-Fair-Trade.pdf>

Free Trade, Fair Trade: What's the Difference? <http://economyincrisis.org/content/free-trade-fair-trade-whats-the-difference>

Fair Trade vs. Free Trade <http://www.globalenvision.org/library/15/834>

Free Trade Vs. Fair Trade <http://smallbusiness.chron.com/trade-vs-fair-trade-1683.html>

For a comprehensive view of EU trade policy, we recommend Comhlámh's Southern Alternatives to EU Trade Policy, available at: <http://issuu.com/comhlamh/docs/southern-alternatives-policy-report> and The New Resource Grab, available at: <http://issuu.com/comhlamh/docs/the-new-resource-grab>.



## Workshop 4 The World in the Supermarket

The aim of this workshop is to demonstrate the difference that Fair Trade can make in the lives of producers and small farmers in the Global South.

### Learning Objectives:

- To explore the impact that Fair Trade has on producers, farmers and communities
- To analyse the choices that we make about food purchases
- To reflect on the interdependence of the modern global system

**Time frame:** 1 ½ hour

**Target Group:** Adults and Young people 15+

### Materials:

- 4 shopping bags filled with grocery items, as many as possible Fair Trade, and put different items in each bag)
- World Map
- 4 charts (included below)
- Fairtrade stickers and logos (Fairtrade organisations will provide them to you)
- Flip chart paper
- Sticky notes
- Blue tac

### Steps:

#### 1. *The Global Nature of the Market (15 minutes)*

Divide participants into 4 groups and provide each group with a grocery bag filled with a variety of items. Complete the attached chart which asks for country of origin and for two possible reasons that these items might have come from far away. Once the groups have completed the charts, have them, using the stickers, identify on the world map where the items have come from. On flip chart paper, list the reasons the groups came up with for why we import our food items from so far away.

#### 2. *Interdependence (10 minutes)*

While still in groups, put the following quotation up on a piece of flip chart paper and read aloud to the group: “*Before you finished eating your breakfast this morning you’ve depended on half the world. We aren’t going to have peace on earth until we recognise this basic fact*” -Martin Luther King.

Ask participants to discuss the meaning of the quote in their small groups and get feedback from each of the groups about what their conversation focused on. Ask participants what foods we can and can not grow in our own country. Ask participants what foods they ate today that were not produced in our own country and list these items on a piece of flip chart paper. Could they live without these items? Do they think people in the producing countries import goods from our own country? Why or why not?

### 3. *Conclusion (5 minutes)*

Discuss with participants the nature of interdependence and draw attention to the need for fair trade systems. Have participants write down on a sticky note one thing that surprised them in today's session and put it up on a piece of flip chart paper.

**Facilitator information (you can also print out labels from the internet or use recycled boxes from peoples' homes.**

Sample items:

Butter	Ireland
Bananas	Dominican Republic
Baked Beans	UK
Olives	Spain
Sugar	Phillipines
Oranges	Cyprus
Crackers	Sweden
Raisins	USA
Coffee	Peru
Oats	Ireland
Spaghetti	Italy
Passion Fruit	Kenya
Honey	Australia
Cocoa Powder	Dominican Republic
Bread	Ireland
Plums	Chile
Rice	India
Noodles	Singapore
Tea	Uganda

Product	Country of Origin	Reasons we Import

## Lesson 5                      The Story of Stuff

The aim of this workshop is to familiarise participants with the impact that unchecked consumerism has on our environment.

### Learning Objectives:

- To encourage participants to reflect on their consumer habits
- To use 'A Story of Stuff' as a tool to convey the importance of sustainable consumption
- To provide an understanding of the life cycle of a product and the impacts of consumption

**Timeframe:**                      45 minutes

**Target group:**                      Adults and Young people 15+

### Materials:

- Pictures (either hand drawn or cut from magazines) representing extraction, production, distribution, consumption and disposal, approximately 6 sets, depending on group size
- *Story of Stuff* video, available at: <http://storyofstuff.org/> (*Story of Stuff* is based on information primarily taken from the United States but European countries function in a very similar fashion)
- Paper and pencils/pens, enough for all participants

### Steps:

#### 1.    *Introduction (5 minutes)*

Divide participants into small groups of 3 or 4 people. Provide each group with a set of pictures.

Tell participants that you will show them pictures introducing the lesson's topic. Show them pictures representing the production system: mining, manufacturing, distribution, consumption, disposal – similar to the opening of the Story of Stuff video.

Divide participants into groups of 3–4 and give each group the cut-out copies of the pictures. At this point, do not yet reveal any details about the pictures or the lesson's topic. Write the following questions on the blackboard and give participants three minutes to answer them:

- *What do you think the pictures stand for?*
- *In what order would you put the pictures?*
- *How would you name each of the pictures?*

Ask participants to share their answers and ideas with the others. Do not assess their answers in any way.

2. *View 'The Story of Stuff' (25 minutes)*

Explain to participants that you are going to watch the video, *A Story of Stuff*, which will go into more detail about the pictures. Ask participants to take notes while watching on the following topics:

*One thing that they already knew*

*One thing that was new to them*

*One thing that they do not agree with or that they doubt*

*One thing that they would like to learn more about*

Emphasize that for each of the four items they should write something down or remember it so that they can focus on the video and enjoy it.

3. *Reflection (10 minutes)*

After the video is over, ask participants for their impressions:

*What were their initial thoughts on the film?*

*What were the pictures at the beginning of the video depicting?*

*What did these images bring to mind?*

Ask participants to review the notes that they took during the film. Go through each of the four points and try to get at least three different answers for each of them. Try to encourage critical thinking and analysis through the use of the following types of questions: *Why did you agree/disagree with the points made by the film? How to assess the credibility of a claim made by a film? How do we know what is true and what is not? What techniques did the filmmakers use? Were they effective? Do you think a video can impact the way people shop?*

## Workshop 6      Forum Theatre

Forum Theatre uses a short play to demonstrate a situation of oppression. The audience is asked to identify the oppressed characters and at the end of the play discuss if any of the characters had acted differently would the play have had a different outcome. The play is performed a second time. This time members of the audience have the option of stopping the play and replacing a character themselves to demonstrate their ideas for change.

The aim of this workshop is to analyse situations of social injustice through the use of theatrical techniques.

### Learning Objectives:

- To strengthen the imagination, sensitivity and creativity of the group
- To practice a collective search for solutions to social problems
- To encourage respect for different perspectives in conflict resolution

**Timeframe:**            2 hours

**Target group:**        Adults and young people 15+

### Materials:

- A space big enough for dynamic action with 30 people
- Copies of the short play for participants on the topic of EC/FT. The play should be written prior to the workshop.

### Steps:

#### 1. *Warm-up (5 minutes)*

Warming up is particularly important with forum theatre in order for participants to feel comfortable with one another. Start with everyone moving around the space, getting comfortable with each other and the room. When participants seem to be comfortable, clap your hands and say a concept word, such as 'home', that can be acted out silently. All participants then perform 'home'. Discuss with participants the similarities and differences in their depictions. Try it again with a more complex word, such as equality or justice.

## 2. *The Play (30 minutes)*

The situation represented by the play should be one in which someone experiences some form of oppression. The play can be designed by the facilitators or if you have enough time it can be based on an experience of one of the participants and they can design the situation themselves. Note: The play does not need to be very long, a minute or two would be sufficient.

The play should revolve around a conflict where the protagonist must find a solution to the situation as presented. Spectators should be asked to focus on what steps could be taken to resolve the conflict presented in the play.

Have some participants act out the play while the rest will be the audience (spectators). The play should be acted the first time all the way through without interruption. The group should discuss possible solutions to the injustice presented in the scene. The scene should then be acted again but this time the spectators are encouraged to stop the play and suggest a change. The actors should incorporate this change into the scene or the spectators can stop the action and take the stage themselves to act out the solution.

## 3. *Feedback and Reflection (15 minutes)*

It is important that participants are given enough time to debrief after the session both to discuss the actions of the play itself and also any feelings or internal reactions that were brought out by the action. It is important that the spectators are able to connect their own lives to the actions that have taken place on stage in order to prevent the audience from detaching from the action. To prompt discussion:

- *What was it like to have the power or to not have the power in the scene?*
- *Do you think you behaved differently when you had the power than you normally would?*
- *What can you do in your own life to make sure that the situation of oppression is less likely to happen?*

**Facilitator Note:** It is recommended that the facilitators have some experience with Forum Theatre prior to implementing this workshop as it is a complicated technique. It is also important that the members of the group feel comfortable with one another so it may be more effective with an established group.

### ***Additional Resources:***

Introducing Forum Theatre as a Tool to Explore Issues of Equality and Discrimination, a workshop resource pack produced by the National Association for Youth Drama (NAYD) in Ireland. Available at: <http://www.nayd.ie/content/files/Theatre-Forum-Resource-web.pdf>.

## CAMPAIGNS

In this section, you will find ways to highlight problems connected to over-consumption and waste, and ways to implement solutions into every day life. Included are strategies for media outreach along with step-by-step instructions for carrying out your own campaign. You can decide how long you would like your campaign to run for depending on your needs and resources.

### Campaign 1 Buy Nothing Day

In order to highlight how much we consume in the course of our daily lives, Buy Nothing Day promotes a global consumer holiday. It is an international event held each year in late November and serves as a protest against consumerism.

#### Objectives:

- To raise awareness about the level of consumerism present in our lives
- To promote life style changes that rely less on purchasing
- To highlight the environmental and ethical consequences of over-consumption

### Case Study NaZemi Eco Shop

*NaZemi in the Czech Republic worked with a local Eco-Shop who agreed to stay open on Buy Nothing Day but did not sell anything. Instead they handed out apples and quotes printed on white paper about the impact of consumerism. They covered all of the products in the shop with white sheets and string and provided information about Buy Nothing Day and alternative activities that people could do rather than shop (visit friends and family, go for a walk in the woods, etc.).*

#### Steps:

1. Check the dates for this year's official Buy Nothing Day at [www.buynothingday.co.uk](http://www.buynothingday.co.uk). This site also contains promotional materials and a toolkit with a number of ideas about the types of campaigns that they have found successful. If you can get a local shop to support your activities by not selling for the day, make sure to inform them of dates and times.
2. Inform your local media through a press release, put up information on your web page and social media sites. Make posters to put up around your city or town.



3. On the day of your campaign, make sure to prepare your materials (or the shop if you are lucky enough to be able to use one). Be prepared to explain the philosophy of Buy Nothing Day to your 'customers' and to discuss the alternatives to shopping and give them a quote about consumerism or an apple or whatever your group has decided to do. Take pictures and record some of the more interesting conversations for your reports to the media and social networking outlets.

*Additional Resources:*

Adbusters campaign page for Buy Nothing Day: <https://www.adbusters.org/campaigns/bnd>.

Teaching resource from Media Smarts designed for second-level and can be used to increase activists background or adapted for use in the non-formal sector: <http://mediasmarts.ca/lessonplan/buy-nothing-day>.

## Campaign 2      Fairtrade Bananas Campaign

The Fairtrade Banana Campaign was an event that took place in Europe a few years ago to see how many bananas each city or town could eat in a 24-hour period. The model can be adapted to any Fair Trade product, such as tea or coffee, with the aim being both to raise awareness about Fair Trade and to demonstrate to people that quality does not suffer with Fair Trade products.

### Objectives:

- To raise awareness of the inequalities in the conventional trade system
- To raise awareness of the types of Fairtrade and Fair Trade products readily available

### Case Study      Setting the Banana Eating Record

*The Waterford One World Centre in Ireland participated in the national campaign to raise awareness about Fairtrade. The Centre approached Lidl (a supermarket) in Waterford City, who agreed to donate 1000 Fairtrade bananas for the event. Centre staff set up a stand in the city centre and gave away the bananas to passerbys along with informational sheets about the importance of Fair Trade. The people of Waterford ate the 1000 bananas and set the record for Ireland.*

### Steps:

1. Decide what product you would like to use for your event. It can be helpful to link your event to either Fairtrade Fortnight which occurs in late February/early March each year or Fair Trade Day which occurs in early May.
2. Approach local shops or markets to see if they will help with donations for the event.
3. Conduct your media campaign via radio, newspapers, and social networks.
4. Create a short informational leaflet that provides information on what Fair Trade is and why it is important that we work for trade justice. Hand out these leaflets with your product.

## Campaign 3 Fair Trade Breakfast

A Fair Trade breakfast is generally used to celebrate World Fair Trade Day on the second Saturday of May. The breakfast is meant to bring together people who support Fair Trade as well as people who are new to Fair Trade and many breakfasts take place around the world at the same time. People from the community are encouraged to prepare a breakfast dish using Fair Trade ingredients and bring them to the breakfast.

### Objectives:

- To raise awareness about Fair Trade and Fair Trade Day
- To increase support of Fair Trade within the local community

### Steps:

1. Pick a time and place for your event. Try to use a public space like a park or a square. Check on local permit regulations. Make sure to publicise the event as widely as you can including local media outlets, social networking sites, community boards, youth centres, churches and any place that people gather. Use posters, promotional videos, flyers, etc. to get the word out about your breakfast.
2. Breakfast participants should prepare a dish using Fair Trade and local ingredients where possible. It is helpful to provide some Fair Trade recipes on your website or provide information from the links below.
3. On the day, have some activities for children prepared. Have participants bring their own food and drink (like a picnic), a blanket, if possible provide Fair Trade tea and coffee for participants.
4. Encourage participants to describe their dishes and the ingredients used to others attending the breakfast. Have Fair Trade informational materials available to hand out and staff around to greet people and answer any questions.

### *Additional Resources:*

How to Host a Fair Trade Breakfast, from Fairtrade Net: [http://info.fairtrade.net/breakfast\\_tips.0.html](http://info.fairtrade.net/breakfast_tips.0.html).

Guide to Hosting a Fair Trade Breakfast: [file:///C:/Users/Jen/Downloads/Guide to holding a Fairtrade breakfast for World Fairtrade Day .pdf](file:///C:/Users/Jen/Downloads/Guide%20to%20holding%20a%20Fairtrade%20breakfast%20for%20World%20Fairtrade%20Day.pdf).

Fair Trade recipes can be found at: [http://www.fairtraderesource.org/downloads/fair\\_trade\\_recipes.pdf](http://www.fairtraderesource.org/downloads/fair_trade_recipes.pdf); [https://www.wlv.ac.uk/PDF/fairtrade\\_recipe-book.pdf](https://www.wlv.ac.uk/PDF/fairtrade_recipe-book.pdf); <http://www.fairtradecookbook.org.uk/pages/index.htm>.

## SHARED ECONOMY

Shared economy refers to people sharing resources with the goal of having a sustainable community. Alternative exchange methods, exchanging economic goods outside of the market, are not based on the principle of economic competition but instead on collaborative practices such as barter, gifting, loaning, etc. These models do not have as their goal obtaining property but instead of being able to use things when needed. Throughout many European countries there have been numerous initiatives which facilitate collective purchases, co-ownership, renting, etc. This section focuses on initiatives which represent good practice and illustrate the principles behind shared economy initiatives.

### **Objectives for Shared Economy Activities:**

- To promote responsible consumption at the local community level
- To raise awareness about the availability of goods and services outside of the traditional market economy
- To encourage reuse and recycling

### **Activity 1 Book 'Sale'**

This activity requires a venue where to keep and display books. Organisers should collect books with donors being invited to 'price' the books they donate. But instead of a financial price, donors should write a small good deed that the recipient of the book can do to improve community life. Community members and book lovers of every age should be invited to the book sale and if they agree with the price as set by the donors, then they take the book(s) that they want. Participants do not have to have donated books in order to come to the sale.

## Activity 2 Free Shop

This is a one-day activity where people are invited to donate goods that they no longer use (they should be movable goods such as clothing, furniture, household objects, etc.) and are willing to donate to other community members. Organisers will need to find a fairly large space which is easily accessible to the community. Organisers will need to collect or arrange drop off of all goods. Goods should be displayed openly so people can see what is available. It can be good to keep track of all of the items donated and even provide space on a website so people can comment on the goods that they received as part of the Free Shop.

## Activity 3 Free Seeds Market

The aim of this activity is to share seeds of all kinds including flowers, plants, and vegetables. Exchange of native seeds has the added value of preserving traditional seed lines. Organisers should arrange a space with tables for display of seeds. Seeds need to be packaged and labelled with the origin of the seeds and any cultivation details. This event should be publicised in the traditional manner as well as through agricultural groups, GIY groups, and farmers. Seeds should be exchanged with the principle of gifting rather than financial exchange or benefit.

### *Additional Resources:*

1010 Ways to Buy Without Money: <http://1010waystobuywithoutmoney.org/>

Societal Resposibal, Romania: <http://www.societal.ro/ro/>

Reduce, Reuse, Recycle: <http://natalia-ciobanu.wix.com/rrrproject#!the-guide>

The Sharing Economy: <http://www.adweek.com/news/advertising-branding/marketers-need-embrace-peer-peer-activities-149783>

The Sharing Economy: Why People Participaate in Collaborative Consumption: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2271971](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2271971)

What is the Sharing Economy: <http://www.thepeoplewhoshare.com/blog/what-is-the-sharing-economy/>

## ADDITIONAL INFORMATION

**Clean Clothes Campaign:** The Clean Clothes Campaign is dedicated to improving working conditions and supporting the empowerment of workers in the global garment and sportswear industries. <http://www.cleanclothes.org/>

**Campaign: Fair Trade in Schools and Universities:** Fair Trade Colleges & Universities makes your campus a catalyst for change with the support of a nationwide network of students, staff and faculty. The initiative is running for some time in some of the partner countries <http://fairtradecampaigns.org/campaign-type/universities/>

**Fairtrade Foundation campaign:** Different campaigns proposals aimed at different agents. There are a lot of initiatives adapted to each collective. [http://www.fairtrade.org.uk/get\\_involved/campaigns/](http://www.fairtrade.org.uk/get_involved/campaigns/)

**Trade Campaign:** Oxfam's Trade campaign presses decision-makers and governments for new trade rules – fair rules to make a real and positive difference in the fight against poverty. <http://www.oxfam.org/en/campaigns/trade>

**Centros Educativos por el Comercio Justo:** School's network in Spain to work on Fair Trade. Promote Fair Trade consumption inside the school and disseminate Fair Trade outside <http://www.ciudadjusta.org/content/view/37/39/>

**Charter of Fair Trade Principles (FLO -WFTO):** [www.fairtrade-advocacy.org/about-fair-trade/what-is-fair-trade/charter-of-fair-trade-principles](http://www.fairtrade-advocacy.org/about-fair-trade/what-is-fair-trade/charter-of-fair-trade-principles)

**World Fair Trade Organization (WFTO):** [www.wfto.com](http://www.wfto.com)

**Fair Trade Advocacy Office (FTAO)** speaks out on behalf of the Fair Trade movement for Fair Trade and Trade Justice with the aim to improve the livelihoods of marginalised producers and workers in the South. The FTAO is a joint initiative of Fairtrade International, the European Fair Trade Association and the World Fair Trade Organization – Europe. Among many other the website collected the most important documents of the Fair Trade movement and the European Union regarded to Fair Trade. [www.fairtrade-advocacy.org](http://www.fairtrade-advocacy.org)

**Fair Trade Towns** - the official website of the international Fair Trade Towns campaign: [www.fairtradetowns.org](http://www.fairtradetowns.org)

**European Fair Trade Association (EFTA)** is an association of ten biggest fair trade importers in nine European countries (Austria, Belgium, France, Germany, Italy, The Netherlands, Spain, Switzerland and the United Kingdom). [www.european-fair-trade-association.org](http://www.european-fair-trade-association.org)

**Fair Trade Connection** is a communication agency specialized in creating Fair Trade material. They started a global journey to meet Fair Trade producers and interview them to create a connection between them and the consumers. They use the latest technologies such as online video, blogging and social media. The clients range from small Fair Trade producers to large Western distributors. [fairtradeconnection.org](http://fairtradeconnection.org)

**Fairtrade Media** - sustainable greeting cards and postcards. With part of the returns, fairtrade media funds environmental and educational projects in Tanzania (Africa). [www.fairtrade-media.com](http://www.fairtrade-media.com)

**Fair Trade Resource Network:** FTRN seeks to improve people's lives through Fair Trade alternatives by providing information, leadership, and inspiration. FTRN gathers, develops, and disseminates educational resources to people and organizations. <http://www.fairtraderesource.org>

**RUGMARK India** is an owner of a certification trademark, which assures importers and buyers that carpets with this label have been manufactured/exported by a company which has committed itself to work without illegal child labour, and which is subject to an effective surveillance mechanism. [www.rugmarkindia.org](http://www.rugmarkindia.org)

**MPS** develops and manages a family of certificates ensuring sustainability in the horticultural sector. The MPS standards are internationally accepted and serve as a guide in the horticultural sector. Not only is the focus on the environment here. With its certificates MPS also gives shape to sustainability in the field of quality care and social aspects. Accordingly, MPS offers the sector 'tools' to implement corporate social responsibility in the correct way. [www.my-mps.com](http://www.my-mps.com)

**Organic certification:** European organic certification mark is shown on most of the Fair trade products. It is an evidence that the marked product fulfils criteria of organic production, which are in line with the European Union. The organic certification is independent of the Fair Trade certification. [ec.europa.eu/agriculture/organic/index\\_en.htm](http://ec.europa.eu/agriculture/organic/index_en.htm)

**Certified Fair Trade Organisation in Poland:** the first certified Fair Trade Organisation in Poland, the member of the WFTO. The association is the first distributor of Fair Trade food products in Poland and offers the widest range of them. It also conducts varied educational, informational, and promotional activities, and Fair Trade Towns campaign in Poland.