



UnderCover

RESOURCE BOOK ON GLOBAL DIMENSIONS
OF OUR CONSUMPTION FOR TEACHERS



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Resource Book on Global Dimensions of our Consumption for Teachers

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Dear educators,

the UnderCover handbook is meant to serve as a practical inspiration on how to implement global issues to school classes or informal educational practice. This book is a product of cooperation among educators in the Czech Republic, Slovakia, Slovenia and Greece and is ready to be used by high school teachers and educators in those countries. Common reflection and involvement of several authors from various countries and of different backgrounds, mainly working in NGOs, gave rise to manifold lesson plans, perspectives and approaches to a broadly conceived topic of consumption and trade. This book was originally published in four language mutations. Having the lesson plans in English as a by-product of this collaboration, we decided that it would be a pity not to share them with educators in other countries as well.

We believe that all countries and most of their inhabitants are involved in the current economic system and, therefore, they can encounter unintended adverse impacts of consumption, production and the unfair set-up of international trade in China (*Min's Story*), Brazilian rainforest as well in the Czech Republic. Therefore, we chose trade and consumption as an accessible example of mutual connection between people all around the world. The relations between the people who purchase and consume the goods and the people who produce them or who are affected by their life-cycle, as well as the nature, makes us complicit in harm, we are part of the problem as the world is interconnected.

On the other hand, it also means that we can influence the current state of things –at least in the spirit of Mahatma Gandhi's thought, "Be the change you want to see." However, it is not enough to "redeem" ourselves from the unforeseeable future by buying ethical products.

If we like to see a deep change in our shared patterns of behaviour that have led us to the current situation marked by great injustice and unsustainability, then we must start to ask questions that address our complicity in our common past (*The World as a Chess Game*), present and future. The challenges of injustice and imbalances can never be addressed sufficiently through acts of charity and good will alone. What is needed is a very deep transformation of the way we perceive and acknowledge our roles as human beings on this planet, the way we treat ourselves and everything that surrounds us. We need serious conversations about what ethical relations might look like and how the power relations that we created may be re-addressed.

You cannot expect all this from this handbook, yet it is the horizon which we, as authors and educators, were trying to get a little bit closer to. But most of the work is in the hands of the reader, the pedagogue or the youth worker who brings lessons to life. Therefore be aware of:

...the context of the used data

We share this book with you despite the fact that some data can be obsolete (national editions were published in 2011) and the use can be limited by the European perspective of the book or by the context of specific countries (e.g. chosen brands in *My day*, cards in *Exchange Office*).

...the assumptions of authors

We are convinced that educational practice is not value neutral. We want to educate students to take informed actions for justice based on understanding the complexity and inequality in the world and the critical view of economical relation in the world.

We are convinced that besides information, education should involve dealing with emotions, attitudes, assumptions, behaviour, emotional responses, frustrations, desires. These assumptions are behind the choices we made when designing the aims and methodology of the lessons and their division into the chapters.

My thanks go to all the authors and pilot teachers who commented on the lessons. I would also like to thank the photographers who provided their pictures, Greenpeace and Amnesty International for permitting the use of their audiovisual materials. Thanks to Audrey Paradise for giving critical and detailed feedback when we thought the book was ready, to Adrian Hundhausen for generous support in proofreading and to Denisa Kuimcidis for her immense patience in introducing all the changes into the final layout of the book.

Eva Malířová, the editor

Brno 2014

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ABOUT THE WORLD IN A SHOPPING CART PROJECT

THE WORLD IN THE SHOPPING CART

The UnderCover handbook originated as a result of the cooperation of authors from four different countries (the Czech Republic, Slovakia, Slovenia and Greece) on the World in the Shopping Cart project. The project aims to contribute to the incorporation of global education and particularly of the topic of sustainable development into formal education in partner countries. The project is being implemented by five partner organizations: Humanitas from Slovenia, Živica from Slovakia, Fair Trade Hellas and the Ecological Initiative of Chania from Greece, and NaZemi from the Czech Republic.

The project was supported by the European Union and the City of Brno



B | R | N | O

Supermarket WORLD exhibition

The cooperation of partner organizations also led to the formation of a unique interactive exhibit for secondary schools that invites students to research several types of goods (mobile phone, clothes, chocolate, lemonade) and to analyse things and circumstances of their production – current questions and attitudes. At the five stations with interactive objects and panels the visitors literally weigh their clothes, disassemble a larger-than-life cell phone, pay for a chocolate to a cocoa farmer and observe where the money disappears on the way to him. They can get inspired by good news about the successful efforts of people who improved some of the problematic circumstances in international trading and shopping. Visitors alternate at the stations in smaller groups. Any school can install the touring exhibit on its premises.

For more details go to www.nazemi.cz/vzdelavani.



NAZEMI

NaZemi is a Czech non-governmental organization that endeavours to have people in developing countries work their way out of poverty. It focuses on the connection between our consumer behaviour and the issues in developing countries, and motivates individuals, companies and states to assume responsibility for these issues. NaZemi works toward this objective by way of global development education, support for fair trade and enforcement of corporate social responsibility.

The people in NaZemi firmly believe that everyone on this planet has the right to live and work in decent conditions. Until April 2000, the organization was active under the name Society for Fair Trade.

www.nazemi.cz



Živica – Centre of environmental and ethic education is a Slovak non-governmental and non-profit organization engaged chiefly in education and environmental consulting.

The organization's philosophy: real change comes from within – through the transformation of our own being, consciousness and mind. Economic and political systems as well as technologies only reflect our own situation – our perception of the world, nature and our own existence. Learning about ourselves is the foundation of this change that leads to a joyful and sensible life.

Živica operates an eco-friendly shop whose profit is channelled to the development of education and projects of the organization (www.ekoobchod.sk), an environmental consulting office in Bratislava (www.ekoporadna.sk), the educational centre Zaježová whose purpose is to create a space for events of holistic, environmental and ethical education and to offer premises for relaxation and rest stays (www.zivica.sk/zajezova) and it also established the Súkromná základná škola (Private Elementary School) in Zaježová-Pliešovce.

www.zivica.sk



HUMANITAS, society for human rights and supportive action is a Slovenian non-governmental and non-profit organisation. Its principal aims are offering assistance to less privileged groups at home and around the world, representing and asserting their interests and promoting tolerance.

Its mission is raising awareness of global problems such as poverty, over-consumption, the gap between countries characterized by a different level of economic development, and encouraging social inclusion and responsibility through education and awareness raising.

Activities include child sponsorship, fair trade, responsible tourism and global education.

www.humanitas.si



Fair Trade Hellas is a Greek not-for-profit, non-governmental organization whose aim is to promote the fair trade movement and ethical consumption in Greece through educational activities and awareness campaigns. On the 16th of March 2006, Fair Trade Hellas opened the first not-for-profit fair trade world-shop in Greece – in the very centre of Athens. It is active in education (GRUNDTVIG & EUROPE AND HELLENIC AID) and the field of mobility (EVS & LEONARDO).

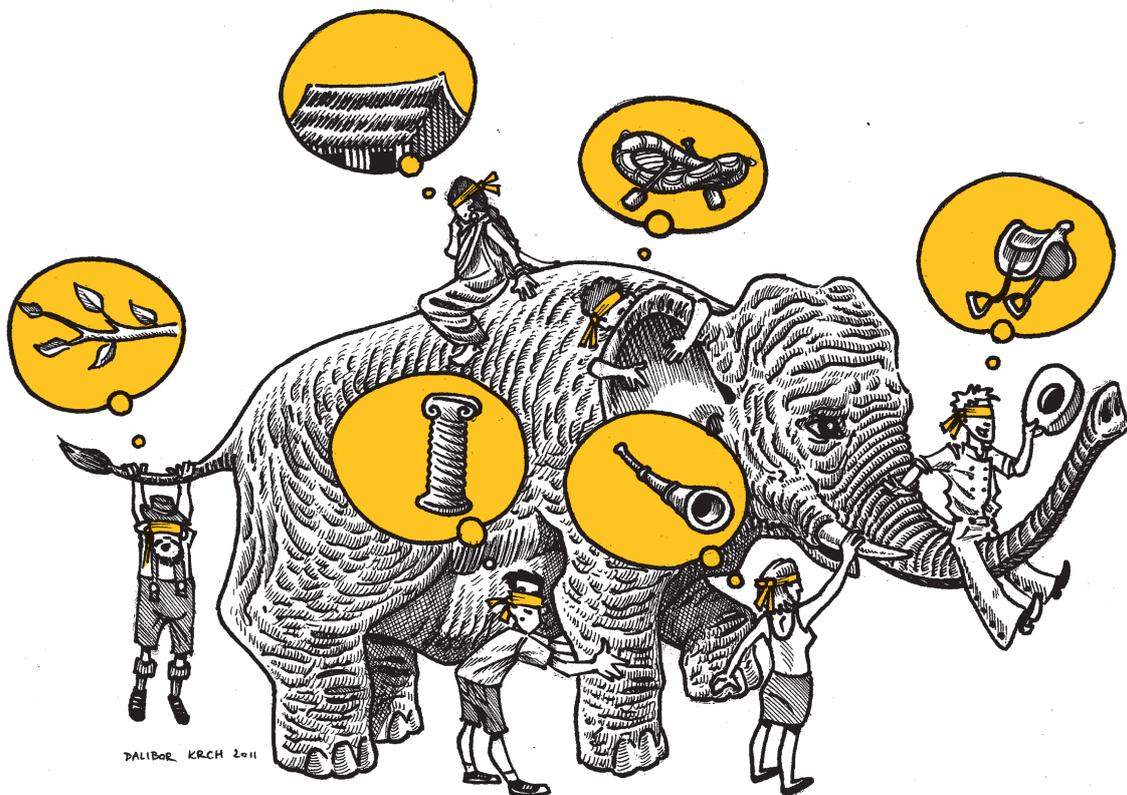
www.fairtrade.gr



Ecological Initiative of Chania – the Ecological Initiative of Chania is a Cretan environmental NGO from Chania established in 1989. Among the main activities of the EIC are environmental protection and awareness raising at local and national levels. It has also undertaken several nation-wide campaigns in cooperation with other organizations (such as the national campaign against genetically modified products). It played a crucial role in encouraging the creation of the 'GAIA' Cooperative of Consumers and Producers of Ecological Products in Chania in 1996 (the first cooperation of this type at a national level). It publishes the bimonthly newspaper, 'Fourogatos' and also maintains the internet site www.ecocrete.gr.

www.ecocrete.gr.

What comes to mind regarding education when you look at the picture?



GOING UNDERCOVER

Has it ever happened to you that talking to another person made you see an issue in a whole new light, contrary to your belief that you had known it well? What happened to your original idea?

How do you respond when your perception of reality slightly differs from the understanding of others? And what if it differs substantially? Has it ever happened to you that you came to understand someone's point of view only after a long time? What helped you understand it?

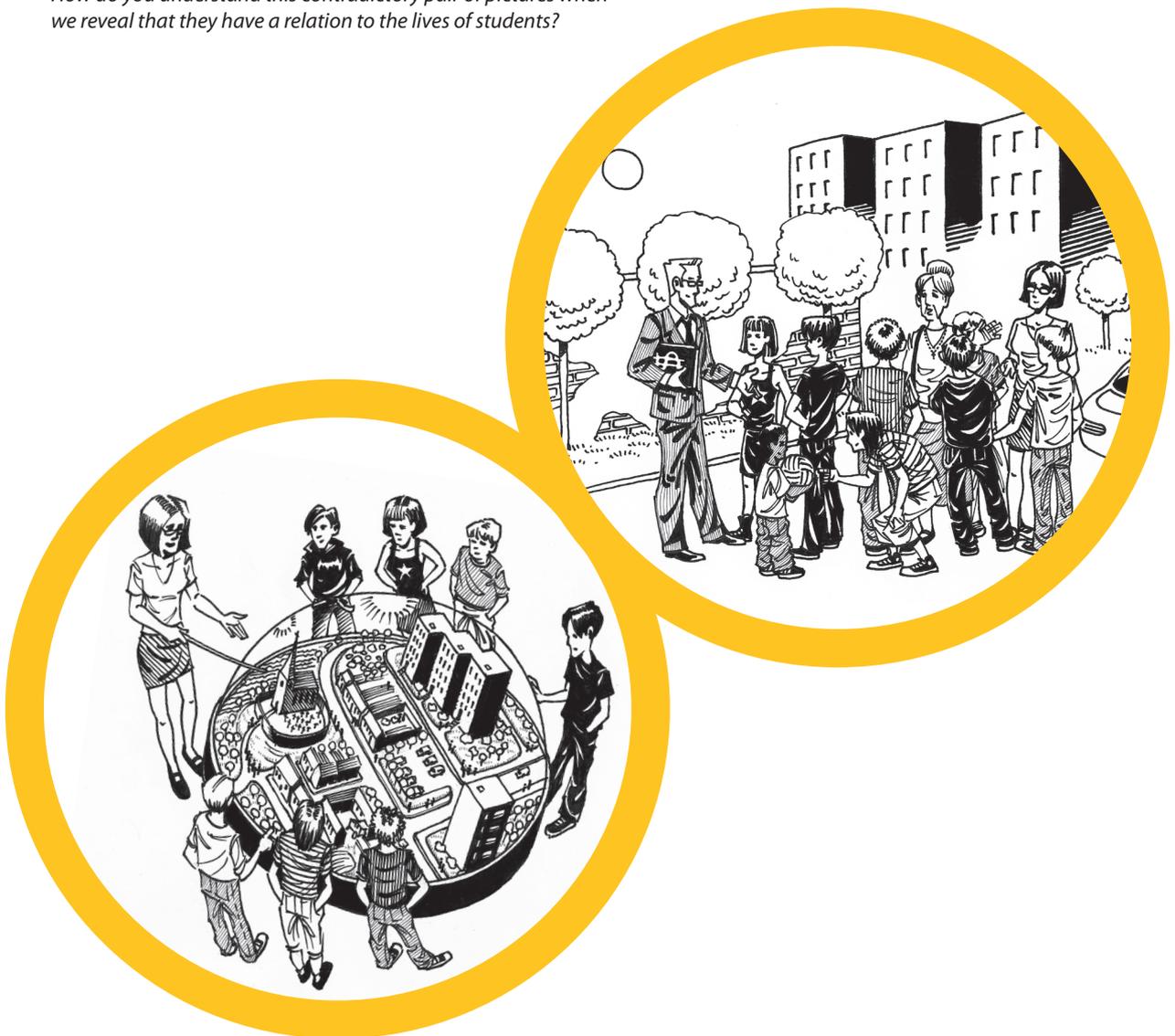
Before we introduce the actual content of the global education handbook UnderCover, we invite you on a journey through the questions and deliberations that shaped its final form.

In our concept of an ancient story, the elephant represents a complex, impalpable reality. Each of us has only a limited perspective that more or less varies from the perspectives of others. The understanding of each blind person is determined by their position; i.e. experience, family history, or historical and cultural contexts.

We can grasp a larger portion of the elephant only together with other people, and that is why, in our state of inadequacy we need each other. To accept this awareness is also one of the objectives of global development education, since it allows us and our students to develop cooperation with other people no matter how big our differences are, and to convert the potential, which derives from the conflict of our differences, into an open dialogue and mutual enrichment.

To become aware of our point of view and what shapes it, we require self-consciousness. This issue in particular is addressed by a lesson in the chapter *If you want students to think about themselves*. Group work, which constitutes a cornerstone of most of the lessons, is an everyday opportunity for working with the diverse perspectives offered by the students. Students can use this experience and work with it in contact with people from wholly different environments and maybe from entirely different parts of the world in order to stress their diverging perspectives.

How do you understand this contradictory pair of pictures when we reveal that they have a relation to the lives of students?



As pupils in school, did you also ask yourselves this question? “Why should it interest me? How will I be able to use it in my future life?” And only later you said to yourselves: “Why didn’t I notice at school that it was so interesting?” What was it caused by?

“We teach our pupils so few things that are really about real life,” wrote one teacher who came to realize this during our test implementation of an activity for this handbook. The picture of a dome relates to our concept of knowledge as a shop window of estranged facts. The reality that is being taught in the classroom is static and lifeless. Students cannot connect the syllabus with their own experience and empathize with other people as a result of this “shop window”. Since the lessons in this handbook are structured according to the E-U-R model or as experiential games, the dusty cover of the shop window rendering the process of learning greyish and boring can be thrown off. The syllabus can thus be better associated with experience, and probably also with students’ needs.

The starting point is, in fact, the students together with their questions. With reflection we come back to their experience and to what they can learn from the information presented. According to us, learning means internalizing the subject of learning in line with the concept of global development education as learning about oneself, others and the world. Even events in Bolivia can become an inspiring parallel to our experience (the lesson Grandma Cricket) if we enter into imaginary open communication with its characters. If we throw off the lid and become part of the reality about which we learn, we will make the students think: How does a boy in the street, a grandmother or a businessman perceive the world? How are we similar and dissimilar and how do we influence each other? What can we learn from their lives and experiences?

This is why our discussions about global topics try focusing on causal relations, searching for parallels to our experience and on our mutual influence, and the possibility of consciously changing situations associated therewith.

STRUCTURE OF THE LESSONS

The journey of interconnecting education with the lives of students, allowing sufficient space for encountering diversity and listening, and thinking critically about the information and opinions combined with time for reflection, is facilitated by the structure chosen for the lessons.

Model of Evocation – Realization of meaning – Reflection

The majority of lesson plans are structured according to the E-R-R education model: evocation – realization of

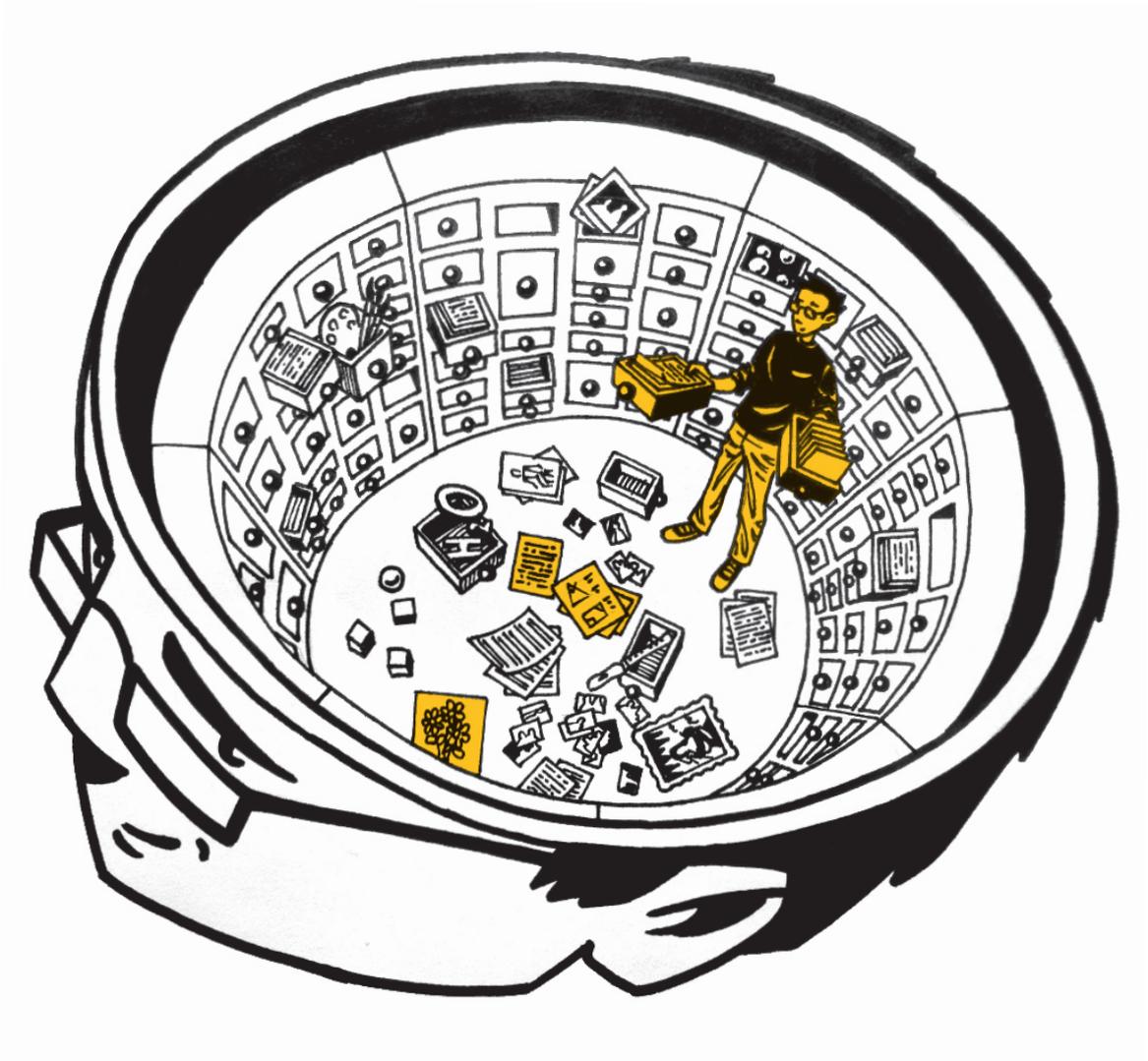


meaning – reflection. The model was put together for the programme Reading and Writing for Critical Thinking and it is informed by constructivist teaching methods that apply psychological research learning and information on the functioning of the brain. The human mind is not an empty vessel into which a teacher pours knowledge. People create a system in their heads based on experiences, practice and knowledge which they continuously reassess and complement as they face new impulses and information. Upon encountering a new thing, they can always draw on their own experience for associations. In the educational process, the student occupies the central position – as its active participant who not only searches for answers but who formulates questions, too. This process is facilitated by a suitable choice of topics or questions that have a potential to be relevant to the lives of students.

In the margins of the lessons’ pages you can find graphic marking of the respective phases. “Awareness of meaning” is formulated as “New meanings” since in this part students explore the meanings of the texts or information that they are presented with. What exactly happens in the individual phases?

- E: Evocation

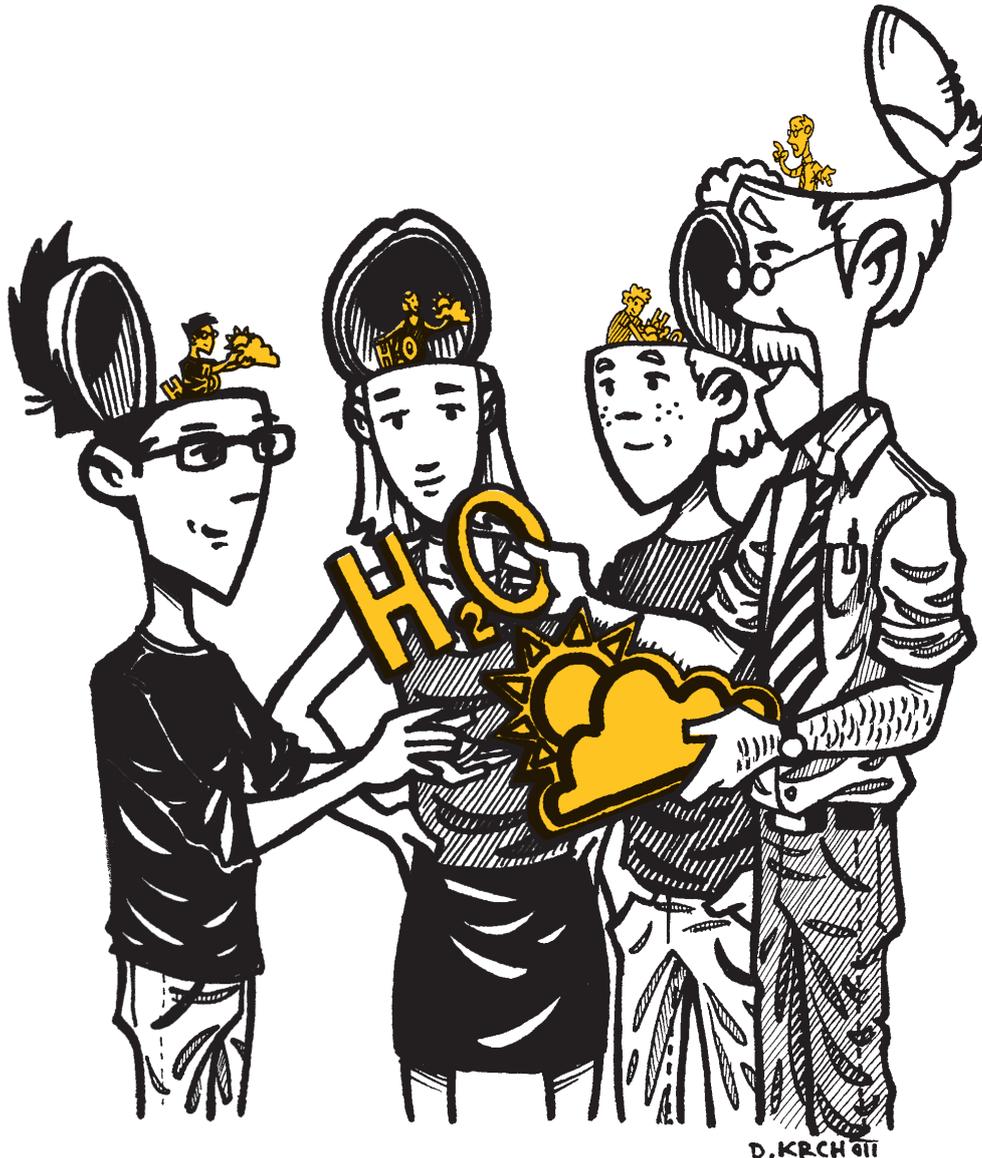
Everybody carries with him/her a set of things that they have collected over their lifetime (knowledge, experiences, impressions, associations). The aim of evocation is to have the students explore the drawers they have created in their mind and their content regarding the specific topic. They should attempt to give it a name, either alone or with help of others. Evocation is helped by a safe atmosphere in the class, safeguarding tolerance for whatever the students come up with. Students inspire each other during group work. An example of the evocation method is e.g. brainstorming. Evocation is therefore some type of stocktaking, where students formulate questions that would interest them. Good evocation also serves the function of raising motivation for further learning.



- ✓ students become aware of their own experience
- ✓ they remember and make associations
- ✓ they formulate their opinions, ideas and previous pieces of knowledge and compare them with their classmates
- ✓ they raise their own questions to the topic

- U: Realization of Meaning (New meanings)

At this stage, students work with information that they have received from outside, usually from the teacher. It can be in the form of a text, presentation or film. We want to have the students work critically with the new information. This means that irrespective of their overall attitude to the issue presented, they explore credibility of the information and logic of the ideas. This is easier in a dialogue with classmates because everyone brings in a slightly different point of view which allows for analysis of the submitted materials from several perspectives. Students designate matters with which they agree, and they reason for their assessments. They concurrently pay attention to assertions that evoke doubts and distrust, and they try to discover why. They formulate other questions that come to their mind in relation to it. In this way they are able to learn even from a text that they are principally against and conversely to see what has been left out or what is contradictory in a text with which they identify. The text can be substituted by any source of opinions or information. These processes fare best based on cooperation with others.



- ✓ students search for answers to their questions
- ✓ they critically scrutinize the ideas presented and information – they doubt, verify, refute, ask
- ✓ they advise each other and cooperate
- ✓ they explore other points of view
- ✓ they are experiencing

- R: Reflection

Without reflection, the entire process would not make sense. During reflection, students return to their ideas and mental structures, compare them and interconnect old information and impressions from their “drawers” with new ones; based on this comparison they then reshape their previous structure of knowledge. It is a life-long process in which we structure our experiences and ideas. If a concept appears that does not fit into our existing system, we are faced with a decision to either discard this otherness or to open our drawers or pigeon-holes, disassemble them, rebuild them and rid them of the non-functional ones. Unsettled opinions or convictions cause a great degree of uncertainty. The willingness to reshuffle the pigeon-holes expresses the scale of openness of our minds. Students can be helped at this stage by the creation of a safe space, meaning that the pedagogue does not convince them of only one possible alternative of what they should think or feel, and to maintain this attitude in the long run.



- ✓ students connect and compare old with new and throw out what doesn't fit
- ✓ they formulate their own ideas and opinions
- ✓ they listen to others and compare their ideas with the understanding of others
- ✓ they apply new understandings
- ✓ they formulate further questions
- ✓ they share their feelings
- ✓ they clarify how to proceed further with learning

Experiential learning

Not all lessons follow the aforementioned model. Such exceptions are, for example, the lessons from chapter *If you want students to internalize the topic* which build on the experience of students by way of simulations and games that rather follow the logic of the Kolb learning cycle, characteristic of experiential learning.

Experiential activities and personality-oriented lessons differ by their structure. The principal source of information is the actual experience that students acquire in the game section. If we want students to really feel their roles, the lesson can be preceded by a motivational part (e.g. in the activity *The ones who like cocoa, one step forward*); in comparison to evocation. However, in this section we do not formulate questions and we do not do stocktaking of the topic. Following the game part, reflection is indispensable. Its nature varies from reflection in the E-U-R model. In play activities, it relates to the reminiscence of the course of experience since it constitutes the material from which we learn. Evocation commonly requires that the teacher control the question-posing process. In the description of lessons we formulated some key questions that mostly follow the procedure specified below.

- impressions – open questions whose aim is to have the participants give vent to their feelings
- description of events – questions focusing on what exactly happened, how the group proceeded and why
- generalization – questions that help interpret and generalize what had happened; they are directed at searching for parallels with reality
- application – the lessons concern questions that result in the formulation of what the participants can learn and apply in their lives.

Questions proposed in the methodology of the lessons can be changed according to the needs of the teacher. For that reason we list several generally shared recommendations:

- start broadly and then gradually narrow down your “focus”
- often use words such as “what”, “when”, “where”, “who”, “for what reason (probably)”, “how often”, “to what extent” etc.
- respond to what the group considers to be of importance (a group issue has always preference)
- carefully balance between what the group would like to discuss and what you would like to be mentioned
- relate the questions to the aims

GLOBAL DEVELOPMENT EDUCATION

The UnderCover handbook contributes to global development education (GDE). Global development education is a life-long educational process that

- helps understanding of the relations between one’s one life and the lives of people all over the world
- facilitates the understanding of economic, social, political, environmental and cultural processes that impact people’s lives
- develops skills and boosts values and attitudes that enable people to actively participate in the solution of local and global issues
- is directed towards accepting co-responsibility for the creation of a world where all people have the possibility of living a dignified life according to their wishes.

In other words, we perceive of GDE as learning about oneself, others and the world, and especially about the interconnection of these three elements by way of relations and perception. It thus concerns the awareness of one’s identity, context and places from which we originate, and it is combined with the understanding of relations and interdependencies concerning other (foreign) people and places in consequence of openness to new information, perspectives, perceptions, constant change and reassessment.

GDE cannot be defined by a simple enumeration of topics but we can be helped by concepts that give a specific topic or syllabus a global dimension: interconnectedness and dependence, equality and justice, sustainability, diversity, solution to conflicts. In the framework educational programme, GDE corresponds to cross-disciplinary topics, chiefly Education Toward Thinking in European and Global Contexts, and Multicultural Education.

WHAT WILL YOU FIND IN THE HANDBOOK

We have chosen consumption and trade to be the central topics of this handbook since material economy constitutes an intelligible depiction of the interconnectedness and dependence of people all over the world. Physical objects and foodstuffs travel and they are traded. In human history, trade has been the cause of discoveries and engine of globalization.

The individual lessons therefore deal with things that we use and eat and they address the origins of these things, their use value for people, how they are traded, under which conditions and how they impact the environment. They raise questions concerning influences on our shopping habits, the shaping of our wishes and ways to change these respective matters and situations.

HOW TO GET ORIENTED

The handbook can be used for individual lessons or as a complex of topics. They can also serve as inspiration for cross-disciplinary education by way of a combination of several lessons in different subjects. For this purpose we use several tools for orientation:

- Symbols according to the thematic focus of the lessons
- Technical information in the lessons' headings
- Chapters divided according to what the teacher intends to explore with the students
- Annotation of activities
- Table of classification into subjects

Symbols

The individual lessons in the handbook are marked with symbols of the thematic groups that they tackle.



about people who produce or trade in goods, on social impacts and relations of the system of production and trade, e.g. working conditions



on the impact of production and trade on the environment



on where the concrete products come from and how, e.g. flowers or weapons



on the economic system and its tools, e.g. money, multinational corporations



what our wishes, activities and opinions are

Technical information

Most technical information is assigned in the heading of the lesson plans

1	Goals:	Students are motivated toward analysing the connections between everyday items and specific social, economic and environmental problems in the countries of the global South.
2	Curriculum links:	People and nature, Basics of social sciences, Geography
3	Age:	13+
4	Time:	45 minutes
5	Materials:	4x memory cards (<i>Attachment 1</i>) reflection charts (<i>Attachment 2</i>) boards and coloured chalks or a large sheet of brown or flipchart paper and coloured markers (ideally 4–7 colours)
6	Space:	classroom
7	Note:	The lesson is suitable as an introduction or summary to the series on the negative impacts of consumption because it concerns several topics. The lesson can be used also as a way for students to decide which topic they would like to critically address in greater detail in the coming lessons. All documents and worksheets from the DVD and also the other lessons selected by topic, e.g. the Fragile Travellers, Za vším hledej vodu, Příběh mobilu etc., are suitable as follow-up activities.
8	Preparation:	Prepare 4 memory card sets and divide the pairs of each set. Then mix the cards.

- 1 Specific objectives of the lesson
- 2 Classification into a subject, educational field or cross-disciplinary topic; the lessons can nonetheless also be adapted to another subject; well-arranged (table) framework classification into lessons
- 3 Age category for rough orientation; only in some cases (when it affects the course of the lesson) do we list the number of participants as well
- 4 Time duration can vary based on the amount of space that the teacher wishes to devote to the discussion sections or group work and it can also differ with each class and depending on what the students are used to; more time is always recommended
- 5 Teaching aids and materials: a DVD icon clearly points to additional materials that either need to be downloaded or used directly from the DVD
- 6 Space: specified only if the space is organized in an atypical way
- 7 Note: notifies of alternative uses of the lessons, e.g. their interconnection or possibility of using language lessons for a non-language lesson
- 8 Preparation: description is included only in case of a more demanding preparation
- 9 Border lines on the margins of the lesson's description point to its structure
- Recommendations at the end of the lesson describe the possible alternative ways of conducting the lesson or they offer time-tested methods.

Chapters

- If you want students to gain a different point of view

This chapter offers opportunities for looking at one or two things from several points of view or from an unusual perspective. It makes students ask questions that they have never thought of before and explore the issues that have impacted their perspectives. This chapter focuses on searching for various perspectives in a dialogue with classmates and with voices coming from different environments.

- If you want students to explore new connections

Lessons in this chapter support thinking in contexts; we could even say thinking beyond products or covers. They work with information on frequently fairly surprising consequences of our activities and they help students understand the interdependence of phenomena and people in the world. Their focus is to motivate us to pose questions such as the following: What comes with it? Which consequences does it have?

- If you want students to experience the topic

This chapter includes lessons that evoke feelings and experiences in participants using games that facilitate understanding of some phenomena. Some lessons develop empathy and the ability to imagine the situation of other people by means of roles.

- If you want students to think about themselves

Lessons in this chapter offer inspiration for learning about oneself. They help find answers to what shapes, conditions and influences our perception and experiences, or what relativizes our perceptions of others and the world. Students ask themselves these questions more often than usual: How do I feel or experience this? Why do I think this? What influences me? etc.

- If you want to inspire students

Learning and becoming aware of problems and the complexity of the world could lead to a state of global depression and apathy if we do not also hear about some encouraging cases of cooperation and successful efforts of people to change things for the better – in our circle of people or in the world generally. Such good news serves as inspiration to look for a domain of our own influence and possibilities of changing the current situation that we consider unjust toward people or nature.

- If you want to work with a film

In this chapter you will find worksheets for five documentaries, which couldn't be included in the English version of this resource book due to copyright issues. Story of Stuff is accessible on-line, the rest of the movies you can purchase from the publisher.

ANNOTATIONS

IF YOU WANT... STUDENTS TO GAIN A DIFFERENT POINT OF VIEW

My Day

Suffice it to show the logos of products touched by a person in a day to be able to guess what he or she has been doing all day. To match logos and companies owning the brands is somewhat more difficult. And who owns the transnational corporations? Students understand some marketing strategies connected to using a brand and think about how transnational corporations influence them. Simultaneously, they develop and practice vocabulary for daily routine. The lesson can be used in a non-language class as well. The worksheet in Czech is on the DVD.

Advertising is...

Based on their position, job or field of interest, various people would define advertising in diverse ways. Students compare old and new printed advertisements and discuss the changing nature of advertising. Through various statements students are confronted with various points of view and explore factors underlying each of the angles of view and consequences they may have. The lesson can be used in a language class as well.

Curious Maps

We tend to see what we focus on. In this lesson a database of anamorphed maps introduces the world in many projections according to the data followed. Students search for relationships among the depicted phenomena. They focus on what a map does not show, think about the advantages and risks of each kind of projection. Through the map analysis students understand factors underlying global distribution of garment production.

Good News?

For whom does an event mean a piece of „good news“? Various people's points of view on an event may differ, especially in today's interlinked world significantly. Students become aware of the diversity of various persons' views based on the example of the shift of a garment factory from one country to another. They analyze how the context influences a person's thinking. Finally students describe how they felt when their point of view differed from other students' point of view and suggest how to treat similar situations. As a follow-up for this lesson, the movie Always Coca-Cola can be used.

Guess the Country

The lesson confronts students' notions about India and the USA with some surprising facts that are in contrast to the commonly presented image of the two countries. This experience is a good starting point for a discussion on how stereotype images about a developed and a developing country come into existence.

The World as a Chess Game

Students get a glimpse of the past and they analyse the consequences of colonialism. By way of historical texts they discover the respective sediments of social, economic, environmental, spiritual and psychological impacts imprinted on the colonized territories by the colonizers.

Water Pollution as a Global Issue

Students research the environmental impacts of the textile industry on water – from cotton cultivation to transport of clothes. It answers the question of why should we worry about water pollution in other parts of the world.

Shama's Menu

Students evaluate their everyday diet, taking into account good nourishment habits and health risks, and they also compare it with a diet of a boy from Kenya called Shama. Along with this, they consider the health risks Shama's diet means to him and what risks can be posed by their own diet and formulate suggestions for improvements.

... STUDENTS TO EXPLORE NEW CONNECTIONS

Expensive Purchase

A game in which students solve a logical task: what to buy for members of their fictive families, so that they spend as little money as possible. However, groups of students buy the goods for different prices. During reflexion students find out that the differences in prices are caused by internalization or exclusion of social and environmental externalities. Through formal logic the lesson develops abstract thinking.

Fragile Travellers

The lesson focuses on relationships connected with the production of flowers that are frequently imported to Europe from Africa or Latin America. Students think about what flowers mean to them, what flowers can mean for other people, what the impact of flowers on people and the environment is, and they look for alternatives for consumers. The movie *Blooming Business* can be included in the lesson.

Chocostory

Pupils explore the history & travels of chocolate around the world and understand some aspects of the social, economic and environmental impact of chocolate production and consumption. Pupils perceive themselves as a part of the economic chain and understand their ethical role as consumers.

Plastic Sea

When all students pile up their mobiles, how much gold do we get? The lesson explores various global relationships of a mobile phone life cycle. Precious metals included in the electronic gadgets need to be extracted; ever-increasing amounts of electronic waste need to be dumped somewhere. The lesson raises awareness of the impact of one type of product during its life cycle, from production to use to disposal. The six-minute video *Electronic Waste in Ghana* can be included in the lesson.

Mobile Phone Story

When all students pile up their mobiles, how much gold do we get? The lesson explores various global relationships of a mobile phone life cycle. Precious metals included in the electronic gadgets need to be extracted; ever-increasing amounts of electronic waste need to be dumped somewhere. The lesson raises awareness of the impact of one type of product during its life cycle starting from the production over to the use up to its disposal. The six-minute video *Electronic waste in Ghana* can be included in the lesson.

Virtual Water

Water is the basis of everything. All objects surrounding us are made of water, yet virtual. Various products include different amounts of water. The lesson introduces the concept of virtual water. Students calculate the content of virtual water in products and think about what opportunities the concept of virtual water provides.

How Come?

How come it is warm at home, how come my computer is running, how come I can buy a banana in the Czech Republic? Not only virtual water, but also the secret of energy may be hidden behind things or phenomena that seem common to us. A deeper understanding of the law of conservation of energy is illustrated through a number of cards that are to be lined up by students to form energy chains and evaluated according to their energy demands. There is space to search for ways of decreasing the energy demand. The background information to the lesson may be used to compare various countries on the ground of their share of renewable energy sources.

Memo Game

In the form of a memo, students connect everyday products with their specific social, economic and environmental impact around the world. The lesson is suitable as an introduction to, or a summary of, a cycle on negative impacts of consumption, as it simultaneously touches several issues. It should not be used separately. The lesson can be used to make students themselves decide which topics they would like to explore more critically and in detail in the next lessons. The lesson can be followed with any of the documentaries and lessons according to their topics, e. g. *Tender Travellers*, *Water is Behind Everything*, *The Story of a Mobile Phone* etc.

Travelling Banknote 

Make the students realize the importance and impact of their purchasing decisions. Students explore the length and width of monetary flows and. We realize that the more processed a product is, the less we can control the impact of our money.

Who Do the Rainforests Belong To  

Students search for connections between photographs depicting the destruction of rainforests with our consumption.

Deforestation in Our Hands  

Students learn about the causes of deforestation and their impacts on people and the environment from local and global perspectives. They simultaneously analyse global connections between the disappearance of forests and our consumer behaviour.

Water and Global Trade   

Students can experience our connection with the rest of the world through one of the essential natural resources – water. What is virtual water and how is it related to world trade?

Far and Near  

Students work with packages and in this way they discover the places of origin of common foodstuffs. They learn about those which are imported in greatest quantities and they think about the pros and cons of importing foodstuffs from other countries.

Discovering and Trading 

Students come to understand historical causes and the importance of economic globalization. They visualize the interconnection of the world as a consequence of international trade on maps depicting historical trade routes. They ponder its contributions and challenges.

... STUDENTS TO EXPERIENCE THE TOPIC**Take a Step Forward if You Like Chocolate**  

By performing roles of children from various parts of the world, students get the chance to experience how the different situations of families influence the need to send their children to work and how the work affects their lives. Due to the diversity of roles, students become aware that satisfaction is subjective and they can search for the boundary line between beneficial and deplorable work.

Coffee Families   

A role play in which groups of students represent families from different parts of the world that have something to do with coffee. The game invites reflection on the uneven influence of trade rules, absolute and relative poverty and provides understanding of why the concept of fair trade came into existence.

Fishing Game 

Students experience the dynamic process of drawing on common natural resources that provides an opportunity to understand the theory of the tragedy of the commons. The reflection deals with how this dynamic can be directed towards sustainability and survival of the planet and which role attitudes based on cooperation or competition play.

Into a Slum?

To live in the country or in the city – this is the decision that large numbers of growers in the global South have to make. However, large cities usually offer only life in slums to former small-scale farmers longing for a better future. Students gain an understanding of life in a forest area and in a slum through a set of photos. In a simple game they get an idea of factors affecting the situation of small-scale farmers in developing countries, with whom we are connected via coffee and cocoa.

Beads Game

Regardless of their uneven starting position, everyone is striving to make a living and fulfil their diverse wishes. Students experience personally the uneven distribution of wealth in the world. The game challenges students to figure out how to create balance between personal wishes and other people's needs.

Exchange Office

On the basis of a simple letter game, students gain understanding of the historical development, function and present form of money. Through understanding the fact that money is based on trust, students can better understand the speed at which a financial crisis can spread.

... STUDENTS TO THINK ABOUT THEMSELVES

Min's Story

On the basis of an illustrated true story of a Chinese girl, Min, students talk about key life decisions. Students discuss situations which Min is confronted with on her way from the country to a garment factory. They compare the extent of Min's freedom of choice with their experience and background. Min's Story can be followed up by the topic of labour rights, which are threatened, especially in developing countries by the pressure of companies for fast delivery times and low prices. This issue can be illustrated by The Rigged Rule no. 5: Labour Rights.

Attention! Discount!

The lesson is based on students' own experiences with shopping and discounts. Students understand some common marketing strategies of supermarkets and together think about what effect they have on them personally. The lesson provides an opportunity to confront advantages offered to customers and disadvantages for employees.

The Power of Persuasion?

What can persuade me? What, who influences me and in which way? These are the key questions of a lesson in which students try to convince their fellow students of a simple statement by using various instruments and means used by diverse professional and interest groups. Students analyze where the border line between convincing and propaganda-like manipulation is. The lesson can be very interesting if motivated students get involved..

A Change by Simpsons

The introduction to one of the episodes of The Simpsons series is used as a starting point for a discussion about to what extent information can make us change our attitudes. Students ask themselves what would make them change things.

Microworld

Students analyse factors that affect us and form us from birth and during our lifetimes. They perceive the world as a complex multi-layered system where everything is related. This makes them more open to deeper perception of themselves and of others.

... TO INSPIRE STUDENTS

Jeans Without Sand

What is the relationship between jeans and sand? By using photos and anticipating, students get to know what sandblasting is, why it has been banned in some countries and how it was possible to achieve the ban. Students consider what power they have in their role as consumers.

Fair Trade

Stories of people involved in conventional trade and „fair“ trade are used to provide basic understanding of the uneven position of small-scale farmers from developing countries in the system of international trade. The lesson is a good introduction into fair trade, as it provides understanding of the reasons and benefits of fair trade for small-scale farmers from developing countries.

Business Partners

In this activity, students become part of a negotiating process between cocoa farmers and chocolate producers. The issue of salaries and standards of living comes to the fore. Alternative forms of trade are presented – Fair trade and Direct trade.

Everything is Change

Change is a part of life. What is the difference between spontaneous change and conscious transformation made by an individual? Experience gained during visual “Chinese whispers”, in which students get two sets of different instructions, opens space to discuss students’ own experience with intentional reshaping of reality and their attitudes towards change.

Insiders

An activity aiming to motivate students to raise questions about ethical shareholding, to work in teams and to develop coherent arguments by simulating a town council. The students learn about the aspects of mining, how to support their group’s arguments and how to maintain structured discussions.

Grandma Cricket

A conflict between the notion of water as a living part of the planet and a precondition of life on one side and water as goods on the other side can be illustrated by the so called water war that took place in Bolivia in 2000. Documentary pictures from the protests and an animated story narrated from the perspective of Mother Earth are inspiring material for a debate about diverse attitudes to nature and about how people can intentionally cause systemic changes.

... TO WORK WITH A FILM

The Story of Stuff (20 minutes)

Written and narrated by: Annie Leonard

Director: Louis Fox

Produced by: Free Range Studios, 2007

Available in English on <http://www.storyofstuff.org>.

The Story of Stuff is an animation highlighting the background of production and consumption of goods ranging from material extraction to sale, use and disposal. The production of “stuff” affects lives of people and the environment worldwide despite being hidden from our eyes. The author and narrator of the movie, Annie Leonard, looks critically at the ever-increasing consumption and consequences of consumerist behaviour, and calls for change towards a more sustainable way of living. Annie Leonard has been involved in environmental and global topics for twenty years. She visited several dozen of countries where products of everyday use are being produced and also places where these already useless things end up. On the basis of this experience she decided to strive for change of the present system towards environmental sustainability and social justice.

Since 2007, when *The Story of Stuff* was created, other animations focusing on the background of production of various products have been made, e. g. *The Story of Water*, *The Story of Electronics*, *The Story of Cosmetics*.

Using the film in the class: Students critically analyze the movie and persuasive techniques used in it. At the same time they think about their own consumption patterns.

100% Cotton (30 minutes)

Directed by: Inge Altemeier

Produced by: Globalfilm, 2003

In the first part of the movie we follow the story of Anand, an Indian cotton grower, who, due to his dependence on expensive pesticides, gets entrapped step by step into vicious circle of loans and debts. Shocking scenes show under which conditions cotton is grown in India and who profits from the pesticide sale. The last third of the film presents all the other parts of the chain of production and trade in cotton clothes. Again, environmental risks and threats to workers' health in particular phases of production are brought into focus. Finally representatives of large garment companies speak about their attitude to this issue.

Using the film in the class: Step by step, students guess the next course of the main character Anand's situation and get acquainted with the vicious circle of indebtedness in which thousands of Indian farmers have been entrapped. Next they formulate questions to representatives of the garment brands and to the filmmakers.

Toxins Return (45 minutes)

Directed by: Inge Altemeier

Produced by: Globalfilm, 2009

The film discusses the European ban of many toxic substances that are nevertheless coming back to us. We follow the work of customs officers in Hamburg who before opening each and every container with goods coming from Asia have to carry out toxicological tests in order not to seriously threaten their health. One of the reasons for the contamination of containers, especially with garments, are the production practices. Another reason, however, are the European norms requiring that containers with textiles are chemically treated in order to prevent spread of mould and clothes moths. Neither what the containers are treated with, nor warnings from the workers who deal with these goods, is an issue for anybody. Several workers, from producer countries as well as from Germany, whose health has been seriously damaged appear in the film, thus illustrating in a clear way the relationship between producer and consumer countries. A number of doctors and laboratory technicians give their opinion about the rather alarming results of testing various goods. The film shows that ecological and health risks associated with the practices of large companies do not stay in India or China – the same chemical compounds that are used there are threatening Europe as well. The filmmakers understand this as a comment on the speed, size and practices of international trade.

Using the film in the class: In the follow-up lesson students can discuss the responsibility for problems caused by pesticides used during cotton cultivation that particular actors of the production and distribution chain (do or do not) bear.

Always Coca-Cola (30 minutes)

Directed by: Inge Altemeier

Produced by: Globalfilm, 2006

Using the example of the Coca-Cola Company, the film presents of the consequences the strategy of large business companies motivated primarily by profit. In Germany Coca-Cola faces criticism for using up investment incentives and then, after a short time, closing their German factories and centralising, which means termination of many jobs. At the other end of the world, local people in India protest and demand the local Coca-Cola bottling plant be closed down, largely because it is draining their source of groundwater.

Using the film in the class: Students deal with various statements of persons featuring the film, think about the reasons for the differences in attitudes and about the paradox between the sportsman-like image of Coca-Cola and their practices.

TABLE OF SUBJECTS

	Lesson	English	Biology	Chemistry	Physics
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	Advertising is...				
	Curious Maps				
	Good News?				
	Guess the Country				
	The World as a Chess Game				
	Water Pollution as a Global Issue				
	Shama's menu				
...students to explore new connections	Expensive Purchase				
	Fragile Travellers				
	Chocostory				
	Plastic Sea				
	Mobile Phone Story				
	Virtual Water				
	How Come?				
	Memo Game				
	Travelling Banknote				
	Who Do the Rainforests Belong To				
	Deforestation in Our Hands				
	Water and Global Trade				
	Far and Near				
	Discovering and Trading				
...students to experience the topic	Take a Step Forward if You Like Chocolate				
	Coffee Families				
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...students to think about themselves	Min's Story				
	Attention! Discount!				
	The Power of Persuasion				
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	Microworld				
...to inspire students	Jeans Without Sand				
	Fair Trade				
	Business Partners				
	Everything Changes				
	Insiders				
	Grandma Cricket				
If you want to work with a film	Story of Stuff				
	100% Cotton				
	Toxins Return				
	Always Coca-Cola				

Lesson	Geography	Mathematics	History	Social Studies	Economics	Work Experience
May Day						
Advertising is...				Media Studies		
Curious Maps						
Good News?						
Guess the Country						
The World as a Chess Game						
Water Pollution as a Global Issue						
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Min's Story						
Attention! Discount!				Media Studies		
The Power of Persuasion				Media Studies		
A Change by Simpsons				Media Studies		
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