



UnderCover

RESOURCE BOOK ON GLOBAL DIMENSIONS
OF OUR CONSUMPTION FOR TEACHERS



**... STUDENTS TO
THINK ABOUT
THEMSELVES**



MIN'S STORY

Goals:	Students state in their own words how they understand the term “pivotal decisions in life.” Students put themselves into the shoes of a girl of their age who lives in another part of the world (in China) and who is deciding about her job. Students discuss what affects freedom to decide, taking into account the context in different parts of the world.
Curriculum links:	Social Studies, Work Experience
Age:	12–16 years
Time:	45 minutes
Materials	graphic art presentation Min's Story (<i>Attachment 1</i>) data projector and a desktop computer or laptop 2 sheets of paper (A4) with an inscription of I AGREE and I DISAGREE

Procedure

- As an introduction, ask the students about “important decisions in life.” Students brainstorm the answers. Their aim is to collect as many diverse ideas and examples as possible and to write them down on the blackboard. Then ask them whether they have made similar decisions before.
- Everyone’s task is to think of an example of a pivotal decision in their lives and to list the criteria based on which they made such a decision. The students can either describe their examples or merely specify the decision-making criteria. Make sure to have at least a couple of examples voiced but do not force the students to share them if they do not wish to (experiences can be too personal). You can pose the following questions: *Based on what did you make your decision? What helped you? What was important for you? What was the most difficult?*
- Ask these questions:
 - *Do you think that people all over the world have the same decision-making possibilities? Where may they differ?*
 - *Do you believe that these pivotal decisions we have named are the same for people all over the world?*

Min's Story

- Tell the students that you will now look at a story together. There will be moments from the life of someone who is roughly the same age as them, but lives in a different part of the world, namely in China.
- When everybody is sitting comfortably, launch the presentation. Pause it after each slide and provide time for response, posing questions or anticipating what comes next.
- Each slide creates space for discussion. The students’ perception is promoted by questions that concern the life of Min and form part of the presentation. You can add your own questions: *What would you do if you were in her shoes? How did Min arrive in the South of China from her native village?*
- Towards the end, ask the students about the continuation of the story. Also state that the story is true and that it was created based on authentic interviews in the book “Factory Girls” by Chinese-American author Leslie T. Chang. Stress that it is just one story out of many similar ones.
- After finishing the presentation (story), give the students space for expressing their impressions and feelings from the story. Ask them the following questions: *Which of Min's decisions would you characterize as pivotal? What do you personally have in common with Min? Could you get into a similar situation in your country as well? What were the positive aspects of the story?*

- Tell the students that to conclude, you have several statements about which they should express their opinion. Use the space of the classroom by delimiting two opposite ends – one with the I AGREE and the other one with the I DISAGREE sign. With each statement students must decide whether they agree or disagree. Emphasize that at this moment there is no space for answers such as “I half agree and half disagree,” “it depends” etc. After everyone has taken sides, give space for representatives of both sides to explain their positions of agreement and disagreement. Throughout the discussion, the students can change their minds – e.g. if they feel convinced by the arguments of the other side. Discuss all of the following statements in this fashion:
 - *All people all over the world have the same decision-making possibilities.*
 - *Min always decided freely.*
 - *In the our country we can also decide freely.*
- Toward the end, each student completes the following sentence on a post-it: “I can make my decisions freely as long as.....”
- Hang the post-its in a place where everyone can read them. It is also possible to have the students answer orally, but they should first be given some time to think about their responses.

Recommendations

- You can, at any time sum up the presentation slides, and you can read the questions to the students again if necessary.
- You can print out the presentation before the lesson to make it easier to find your place in the story.
- Do not forget to provide space for the impressions of the students toward the end of the presentation. Their reflections on the story and the feelings it evokes in them are very important.

Attachment 1 – preview

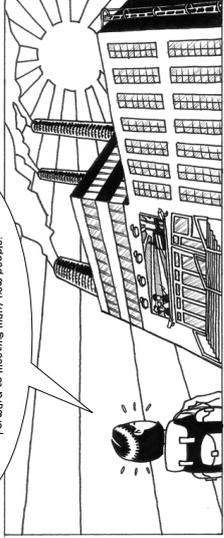


Hi! My name is Min. I am 16 and I am from the Hebei province in China. I live with my family in the countryside.



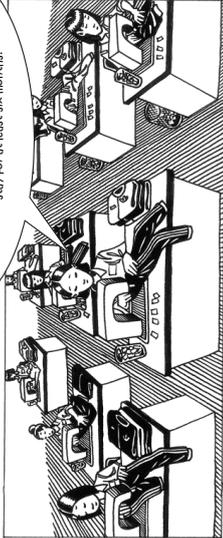
Thanks to the financial support of my older sister who works in the city of Dongguan, I could finish the two-year grammar school. I have received education and now I would love to start my own life and learn something, and to get to know the world. I plan to leave to my sister and find a job in the city.

What benefits or disadvantages would there be for Min if she stayed at home in the countryside? What will her departure for the city bring her?



So here I am already. I could not imagine how easy it is to get a job in a sportswear factory! In the factory premises, there are accommodation facilities and shops. I look forward to meeting many new people!

In your opinion, what will Min's work be like?



I mostly work from 7 a.m. to 9 p.m. I work overtime, but I earn almost double a regular salary. However, I am really bored of sewing the velcro fasteners! Moreover, we are not allowed to talk while working. But I think that I will stay for at least six months.

How long do you think Min will stay in the factory?



I keep on sewing the velcro fasteners. But I would like to leave. It occurred to me that I could learn to work on a computer. The courses take place twice a week and start at 9 p.m.

What possibilities could Min gain from the course?



I started attending the course. Sometimes I have problems paying for it because I receive my salary after a delay of one or two months. I also keep sending money back home.

What other job could Min try to find?

Go in the end I stayed for 10 months. But we were offered positions when they cut our tasks by half and said that we now have to sign on a list when we go to the toilet.

In your opinion, what plans does Min have?

I gave notice but my boss did not want to allow me to leave. In the meantime, I was surprisingly promoted and my task now consisted in hiring new employees for the factory. My notice was accepted one month later and I left the factory.

How do you think the Min's story will continue?

- a) she'll find a better job
- b) she'll find the same or a worse job
- c) she'll come back home and get married (her parents find her a husband)
- d) or...

I decided to continue my career elsewhere and differently.

I went for an interview to a nearby factory where they were searching for administrative workers. Although I did not meet all of their requirements, I was accepted.



ATTENTION! DISCOUNT!

ACTIVITY FOR BUY NOTHING DAY (NOVEMBER 27)

Goals: Students think about the role shopping plays in their lives.
Students learn about business marketing practices.
Students understand the idea of the Buy Nothing Day.

Curriculum links: Social Studies, Economics

Age: 13+

Time: 45 minutes

Materials: board, markers/chalks
pencil for each student
picture 1, 2 for each group (*Attachment 1 and 2*)
text Supermarket Tricks for each student (*Attachment 3*)

Procedure

Attention! Sale! (3 minutes)

- Distribute or project (*Attachment 1*).
- Give students time to look at the picture and then ask them what kind of emotions and associations it brings out in them. Let the students who volunteer answer.

Shopping human (7 minutes)

- Divide students into small groups of 2 or 3.
- Ask them how many shops they were in during the past week and let them talk for about 3 – 5 minutes. Count each shop as many times as they went there. *How much time did they spend in shops in total?*
- Get feedback from groups; ask about the figures they reached. You can write the most extreme figures (both, the highest and the lowest) on the board.

Sales schedule (15 minutes)

- Distribute the calendar (*Attachment 2*).
- Tell them that shops are constantly trying to attract customers (meaning all of us). The most frequent bait to get people to shop is sales and publicity campaigns.
- Ask them to complete the individual periods of the calendar with thematic campaigns and sales which the businesses use, e.g. Christmas sales, summer sales.
- Share the calendars in class and name the campaigns. You can copy the same calendar on the board and ask students to complete it.
- *Did the campaigns cover the whole year? Or are there some parts left free? How do students feel about the campaigns? Do they look for them? Do they tend to believe them? What advantages do they bring to customers? What do they mean for the employees?*
- To make it more global, ask: *Are the campaigns the same everywhere? Are there campaigns everywhere? Which forms do they take? Are people of all ages targeted? all genders and ethnicity? Etc.*

Supermarket captive (10 minutes)

- Distribute the text *Supermarket tricks* and give sufficient time for the students to read it.
- Discuss in class – *What was the biggest surprise for the students? Do they think that some of the points in the text concern them more and others less? Which ones?*
- You can also discuss the labour conditions in the supermarkets. *What does it mean for the employees? Did anyone have a part time job in the supermarket? What are your experiences? How long did you have to work?*

Buy Nothing Day (5 minutes)

- Introduce students to the idea of Buy Nothing Day (see infobox Buy Nothing Day). Point out that it is a symbolic initiative which aims at drawing attention to the problem – it does not call for a total boycott of shopping.
- Discuss in class – how will students spend the day if they don't go shopping? What will they do? Will they miss anything? Will they be happy during such a day?
- You can propose they students try to create a catchy, powerful ad that would convince people to NOT consume on that day.

Attention! Sales! (5 minutes)

- Go back to *Picture 1*. What kind of emotions or associations do students have now? Did anything change? Again, let the students who volunteer answer.
- At the very end, each of the students thinks of one moment or piece of information which he or she found interesting. Then the students share their ideas with others; everyone should say something.

Infobox**Buy Nothing Day**

Buy Nothing Day is an international protest against consumerism which has a tradition of more than 16 years. It aims to draw attention to the senselessness of the excessive consumption which applies to most people. The point of the event is that on this day people do not buy anything. Buy Nothing Day is a symbolic detox from constant consumption and certainly also a private experiment of each of us.

The first known "Day Without Shops" (which was its original title) was initiated in 1992 by Canadian Ted Dave, who worked for a certain advertising company. He organized a collective protest against the constant pressure from advertising companies to consume more than we need. Its original motto was: "What is enough is enough!"

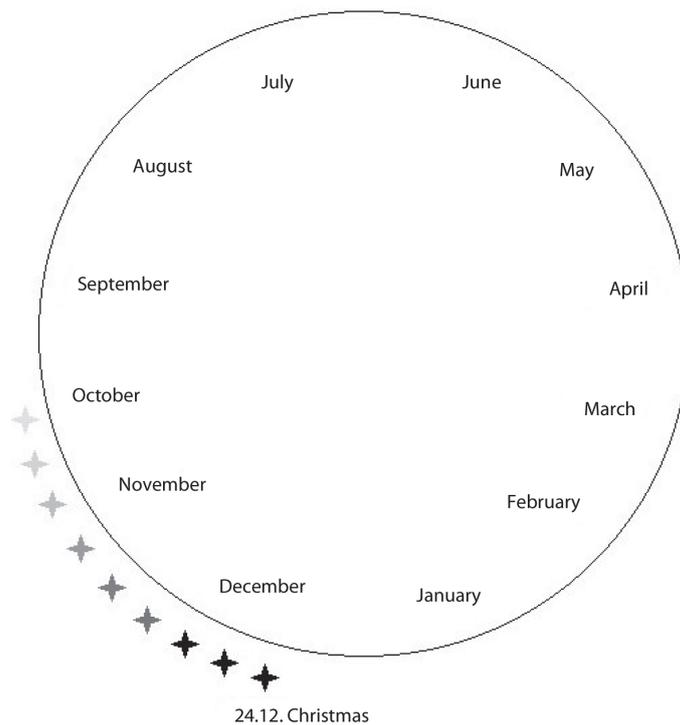
Buy Nothing Day is celebrated worldwide and people are asked to not buy anything. They should realize that shopping takes too much of their time and that a lot of money is spent unnecessarily. Excessive consumption has many negative social and environmental consequences. **In 2010 Buy nothing Day was Saturday November 27.**

Attachment 1



author: Jan Plšek

Attachment 2



Attachment 3

Supermarket tricks

cheaper on the left, more expensive on the right

On entry we usually look to the left (left is the weaker side – most of us are right-handed), and then we look more closely to the right. Therefore the cheaper goods are normally placed on the left whereas the more expensive and luxury goods are on the right.

sales, sales...

Almost every time we come to a supermarket or a hypermarket, some kind of discount is being offered. There is no time without sales.

dancing in the aisles

Music in shops is not always accidental. Whereas slow rhythms lead to a slower pace, faster music encourages faster shopping. Therefore what we hear in supermarkets, among more and more advertisements, is slow relaxing music.

plum at the end

The goods placed close to the cash desk are another trick attacking customers' wallets. Customers waiting in a line can hardly resist the offer of sweets and goodies cleverly positioned there.

we prefer filling an empty basket to the full one

Fresh goods are placed at the entry so that they are sold fast. In all supermarkets fruits and vegetables are placed there. The more expensive and attractive goods are also found there because at the beginning we don't think so much about what and how much to buy. We tend to restrain our "shopping cravings" more when there is a heap of goods in our basket.

a long way from bread to flour

Basic foodstuffs are always positioned far from each other. They don't make much money but this tactic improves the chances that "scrooges with shopping lists" will buy more than they planned because during their trip through the supermarket, they will notice goods which were originally not on their lists.

shopping weekend

The more time you spend in a shopping center on Saturday or Sunday, the bigger the hypermarkets' chance that you'll buy – even things that you didn't want in the first place. The more multiplexes, swimming pools, kids' corners, cafés, the better.

they will make us squat...

The more expensive goods are always well, visible whereas to find the cheaper ones you have to crouch somewhere down close to the floor.



THE POWER OF PERSUASION

Goals: Students will become aware of the number of tools and techniques of persuasion use in our environment.
Students will try out various communication methods through the mass media from the perspective of a particular professional or social group.
Students will become aware of the influence and cumulative effect of propaganda methods and compare them.
Students will explain what manipulation is, how it differs from persuasion, and how they can protect themselves from manipulative influences in public environments.

Curriculum links: English, Social Studies

Age: 15+

Time: 45 minutes

Materials: sheets of paper, pens, various items in the class aids which you find in the classroom and which can be used as a means of communication for particular professional groups (e.g. white board, mobile phone, magazines, globe, microscope etc.)

Note: The lesson requires motivated students. In this activity you can use any kind of message – either one with a neutral topic, or a message focusing on a specific issue, which can be discussed later. Suggestions for both options are mentioned below. However, the options differ in what is being emphasized.

Procedure

- Ask the students, in pairs, to think of the last thing that they did involuntarily. Something that they did, but originally did not want to do or maybe did not know why they did it. They tell a classmate. *Who was it that told you to do something or think in a particular way? Were they your parents, relatives, friends, teachers, media? Why was their message convincing?*
- Gather the answers of the last question on the blackboard and briefly discuss the results: *Is there a difference if your parents or friends ask you to do something? Do they use different means? Do you respond differently to different means in different circumstances?*
- Now explain to the group that today we are going to speak about manipulation and influencing other people's thought and actions. We will look at how these mechanisms work and where they are present.
- Divide the class in groups of four or five students. Each group represents a different profession. Suggestions for groups (of 4-5 people): scientists, politicians, artists, journalists, activists, teachers. Feel free to add other options or reduce the number of groups if the whole group is too small.
- Write some value-neutral messages like:
Grass is red.
Penguins make great pets.
There is known life on Mars.
- All groups have the same task: *The public has to be convinced of this message. You can use any means available to the group that you are representing.*
- Tell the students: *You have 15 minutes to prepare a two minute presentation. Try to first identify the means available and the main arguments and then prepare a plan on how to use them. Try to make your arguments clear and*

back them up with ANY method that you feel is appropriate. If the group is very young you can brainstorm about the means for a minute. Discuss about available means for each group and encourage them to think of more. For instance: scientists can do research that will prove the statement, politicians can introduce laws or impose regulations, journalists can make reports, organize TV sessions, artists can prepare a performance, teachers prepare lesson plans, others can conduct campaigns, etc. whatever they find that they could relate to a certain profession.

- Distribute large pieces of paper and some pens to help the group organize their thoughts. They can write and draw as they please. Posters can remain in the class. You can also prepare a basket of items to use in the presentation – or they can use any items available in the class as symbols for your activity.
- Afterwards, the groups present their suggestions – be aware of the two minute limit for each group. The class forms a circle for the closing discussion. Tell the others to pay attention to the media as well as the persuasion techniques the group is going to use. Recommend that they put down the statements word for word, so that they can later come back to the techniques which caught their attention. Make notes yourself, so that you can support the students' comments with quotations or examples.

- Lead a discussion with the group. If there are more than four groups and the students might possibly forget the previous groups' presentations, make a list together after every presentation of the means and persuasion techniques used.
 - What kind of questions occurred to them while they were listening to their colleagues?
 - which instruments did the groups use for communication? Which persuasion techniques were used? Which techniques were manipulative and why? Which media are more useful for manipulating than others?
 - Did you feel that some groups had better means available than others? Which and why?
 - Who else has influence besides the media in our society? How about in school? In class? At home? Are there some groups or individuals that are considered more trustworthy than others? Why?
 - Where do you go to find 'reliable' information? Do we act only according to objective information? What else motivates us?
 - Can you think of some examples of some heavily promoted messages in our society? Who promotes them and why? How can we engage with them? Which means are used to convey the most widespread messages? What prevails, persuasion or manipulation?
 - How do we recognize manipulation?
 - How can we challenge it?
 - Where do you look for "reliable" information?

You can use the examples from the *Infobox* to point out different techniques of argumentation/persuasion.

Recommendations

- Discuss the following questions or write some question on 5 posters and let the students go through them and answer them. They can discuss with their classmates around each poster. Set a time during which they should go through all of them. Come back to the individual questions together.
 - How do we recognize manipulation? What is the difference between being persuaded and being manipulated?
 - Can you think of some examples of some heavily promoted messages in our society? Who promotes them and why? How can we engage with them? Which means are used to convey the most widespread messages? What prevails, persuasion or manipulation? Who do we "have faith in"?
 - Are there any groups or individuals who are considered more trustworthy than others? Why is this so?
 - Give examples of triggers in campaigns, marketing etc. that trigger non-rational motives.
 - How can we challenge manipulation?
- When all students have visited all of the posters, go through them using the rest of the questions (who promotes certain messages etc). Or you can instruct the students to present the answers on the poster which they started with.

Alternative option – PRO ET CONTRA:

In this version of the workshop the introductory part remains the same as above, however the realization and reflection stages are slightly different.

If you feel that the group is already familiar with techniques of persuasion and if you like experimenting with the possibilities of this workshop, you can also introduce more controversial topics for discussion. Examples:

Soft drinks make you healthy.

Trade is better than aid.

Poverty will never end.

Climate change/global warming is a hoax.

Politics can work for the good of society.
 Everybody has equal chances.
 Shopping makes you happy.
 I am the master of my destiny.

- Ask the groups to prepare arguments for or against the chosen statement. Give the groups 10 minutes time to prepare and write down their arguments. Invite each group to present their work. After the presentation round invite the entire class in a circle for discussion.
- The emphasis in the discussion is changed from discussing means of persuasion to more topic related questions and to the process of forming an opinion.

Infobox

A SHORT OVERVIEW OF PROPAGANDA AND TECHNIQUES OF PERSUASION

Marketing/propaganda professionals and good rhetoricians employ different tools and arguments to get their message across. For the purposes of this activity we can divide them into two categories: the rational and the non-rational. The rational tools are mostly related to the argumentation process, although they can also be misleading and irrational in themselves. If the orator wishes to deceive his public, he can choose between various types of fallacious arguments. Below are some of the classic examples of deceptive techniques of persuasion (rational and non-rational) that were already defined and developed during the time of the Roman Empire:

ad hominem (argument to the man): Using this technique you don't attack the opponents argument, but his personal credibility. For instance: John says that there is life on Mars. But John is a well known liar. Therefore there is no life on Mars.

Fallacy of extension: Using this technique you extend the opponent's argument beyond its (logical) meaning. For instance: John says that there is life on Mars. So that means that there is also life on Venus, Jupiter and Saturn.

Appeal to Fear: You invite the audience to join your argument, otherwise bad things may happen. Example: I am saying that there is life on Mars. If you don't listen to me, we may be in trouble if the Martians decide to attack us and we are not prepared.

Excluded Middle: This technique is very often employed in political discourse when only two options are presented as possible alternatives and no third (fourth etc.) option. Example: Our country will either join a military coalition or we will remain defenceless.

Short term vs.- long term benefits: An argument very often used in marketing and politics, where short term benefits are presented in a way that outweighs long term costs. Example: Buy your car today, but only start paying the lease after 6 months (and for the next 10 years).

Burden of proof: This argument assumes that if something cannot be proven it must be false (or true). Example: We can't prove that there is life on Mars, so there can't be life on Mars. The inverse option would be: We can't prove that there is no life on Mars, so there must be life on Mars.

Arguments by question: This technique works well when the question has no quick or sensible answer. Its purpose is to distract the audience and discredit the opponent. Example: John, are your parents aware that you cheat in school?

Argument from age/tradition: This argument assumes that old (or young arguments) are by their nature superior. This kind of argumentation is often employed when discussing technological changes. Marketing departments often emphasize the newness of their products with slogans, such as: New and improved! Interestingly enough, when it comes to food marketing, the trend is often the opposite, for instance: The jam like your grandmother's! Bread from the old Bakery! Traditionally brewed since 1756!

Argument by emotive language: With this technique you can apply the whole arsenal of emotion from compassion and sympathy to hatred and anger. A lot of public campaigns and their visual imagery work in this way by for example: showing starving children or images from war zones. TV commercials and radio ads can also employ music and other means to reach the necessary result.

Argument by force: This argument includes threats – both with psychological and physical violence. In public discussion these threats can be used by various pressure groups, politically and religiously based. Exam-

ples: If you don't sign the treaty, our army will invade you. If you don't convert to our religion, you will burn in hell. If you don't wash the dishes, you are grounded.

Argument from authority: Often used in scientific circles and TV commercials, when 'experts' advocate the use of a certain product. An interesting version of this argument is an appeal towards unknown or anonymous authority – an example often used in popular magazines, especially in articles on health and nutrition. Example: Experts say that carrots are good for your skin. Which experts? This kind of argumentation is also much exploited in climate-related topics.

Statement of conversion: A very interesting variety of argument, when the speaker admits his change of mind. This argument is often used in conjunction with generational gaps. Example: When I was young, I also thought that there was life on Mars.

False cause: A technique for misleading logical deduction, often employed in the political arena. The term often associated with uncovering this technique is called non sequitur – it does not follow. Example: Every time I watch a football match, our team loses. I'll stop watching football so that our team can win.

Confusing correlation and causation: This is a very subtle technique that is often difficult to uncover. The two things in the argument are related, but not by a causal link. This kind of argumentation can be used to falsely interpret data from statistical analysis. Example: Children with large feet can write better than children with small feet. This does not mean that large feet have anything to do with writing abilities. It simply means that children with large feet are older and therefore more skilled.

Appeal to widespread belief (peer pressure or herd effect): A potentially very dangerous type of argument that plays on the emotional desire for the sense of belonging and the fear of being ostracized by the community. Often major breakthroughs (in science) happen when someone successfully disproves a certain widespread belief. Example: In the middle ages people were convinced that the Sun revolves around the Earth. Claiming the opposite meant heresy and death on the stake. Today this type of argument is often used for breaking certain social norms – such as speed limits, because 'everybody does it'.

Argument by poetic language or slogans: If something sounds good it must be right. Politically engaging songs are a good example of using poetic language for argumentation and agitation. Slogans have to be punchy and short to be effective. Both arguments play on the emotional impact. Example: Four legs good, two legs bad! (This slogan is borrowed from George Orwell's *Animal farm*.)

Euphemisms: Disguising the real meaning with a more pleasing wording. Often used when trying to cover up a very big mess. Example: We had some issues with the cooling system. It means that the engine exploded.

Lying: Not to be forgotten that some arguments are in fact deliberate lies. In some cases lies are used to reach a higher moral goal. Example: Friends covering for each other against a third person.

Abridged and adapted from: <http://www.don-lindsay-archive.org/skeptic/arguments.html>



A CHANGE BY SIMPSONS

Goals: Students describe the problem of sweatshops and poor working conditions in developing countries.
Students state what would motivate them to change things.
Students adopt an active attitude towards problems and accept a share in the process of shaping the future.
Students compare various types of information on one issue (film, statistics, results of research, campaign leaflet) and ponder their impact.

Curriculum links: Geography, Social Studies

Age: 12+

Time: 45 minutes

Materials: Internet connection, stereo speakers – before the lesson, search for the video “Banksy’s Simpson Intro,” which is a commentary on bad working conditions in sweatshops. The authors draw attention to the issue using the manufacture of promotional items for the series as an example.
Each group gets a set of:
Export and import maps of clothes (*Attachments 1a, b*)
Export and import maps of toys (*Attachments 2a, b*)
Export and import maps of electronics (*Attachments 3a, b*)
Leaflet (*Attachment 4*)
Article (*Attachment 5*)
5 statements, each on a separate A4 sheet of paper
large paper or board

Preparation: Before the lesson, choose 5 of the following statements and put each onto a separate sheet of paper (or if you prefer, choose a statement of your own regarding change or the future):

- Embody the change that you want to see in the world.
- If people did not complain, nothing would change.
- Adopting new ideas is easy, but forgetting old ones is hard.
- Everything that we have decided upon can be changed by another decision.
- I am interested in the future because I intend to spend the rest of my life in it.
- Every change hurts.
- When a butterfly flaps its wing, it can cause a gale at the other end of the world.
- Nobody can start from scratch but everyone can start today to move towards a different ending.
- I accept reality and wouldn’t dare to doubt it.
- I want to accept what I cannot change.

Also prepare one empty sheet of paper.

Procedure

- Tell the students that today you will deal with a global issue, and the sources from which we get our information about it. *Think of films or series that have helped you to learn more about some global issue. Make a list of minimum three films or series that were a source of information, and write down what feelings they evoked in you.* You can give the name of a film that you have seen (e.g. Blood Diamond – the connection between the diamond trade and weapons during the civil war in Sierra Leone).

- Wait a few minutes and then ask each pair or group to name one film and one issue that it has come up with.
- Ask the following:
 - *One of the favourite TV series all around the world is the Simpsons. How do you like it? Why? What do you think this series tells us about the present day world?*
 - *Can you think of any problem that it mentions or deals with? (Possible answers: the issue of nuclear energy, excessive consumption, the impact of advertising, etc.)*

A short film

- Play a short video for the students – an alternative intro to the Simpsons. You can find the video on youtube.com by typing in “Banksy’s Simpson Intro.” The video is only one minute long and draws attention chiefly to the issue of bad working conditions in the sweatshops. But do not reveal this to the students in advance.
- After the video, ask them these questions:
 - *What are your first impressions?*
 - *What scenes stand out in your minds?*
- Then play the video a second time and continue with the following questions:
 - *What is the background of the person who came up with this idea? (Country, age, education, world view,...)*
 - *What was the aim behind the making of this video? To which issues does the author wish to draw the attention of the viewer?*
 - *One of the fundamental issues to which the author refers is the poor working conditions in sweatshops.*
- Follow-up these answers by asking about the personal attitudes of the students and their impressions. We will deliberately and directly ask whether the video makes them want to change something or tackle the problem. We do not expect that this or another video can change their attitudes outright. But since this is the issue that we want to continue exploring with them, we pose this question already at this stage. Therefore ask this question in a relaxed and non-imposing way so that they do not feel pressured to answer “yes.” Do not comment on their answers:

What will you remember from the video? Is there anything that you would like to tell anyone about it, or anything you would like to do about the sweatshops? Do you feel like changing anything after having watched this video? What is plausible about this video, what is not plausible? What does this part suggest or represent? Do you think it is true and that it really happens? What is absolutely not believable from this video and what do you think actually happens in sweatshops?

Why?

- Students now work in small groups. Each group has a sheet of paper to write on. Ask them to write down answers to the following questions; depending on the answers in the preceding activity; opt for first-person plural or for the neutral expression “people”.

Why do you think that despite the fact that we are aware of various global issues – e.g. poor working conditions, our deteriorating environment – we do not try to change anything? What could the underlying cause be? Try to come up with as many reasons as possible and write them down.

(Possible answers: we don’t have enough information, we don’t trust the information we get, it doesn’t concern us, we have enough of our own problems, we don’t care...)
- Let them work for several minutes and then ask them to stop. Each pair presents one of their reasons. At the same time, ask one of the students to record the reasons on the board or on a large sheet of paper so that you can come back to them later on. After all of the reasons have been written down, ask the students which of these directly relate to them. Circle these reasons:

Which of the reasons applies to you, too? Why don’t you want to help change working conditions in sweatshops?

Further information – reading in groups

- Since we assume that one of the reasons why the students are not as big agent of changes as we wish they would be is a lack of information (concerning the issue and how it is related to their lives, or concerning possible solutions), distribute other sources of information relevant to the issue at hand. Each group will now receive the following materials (*Attachments 1a, 1b, 2a, 2b, 3a, 3b, 4, 5*):
 - Maps (clothes, toys, electronics) – export, import
 - Clothes – leaflet for the Sweat-free Olympic 2012 Campaign (source: <http://www.playfair2012.org.uk>)
 - Article by Daniel Viederman: How Apple, and everyone, can solve the sweatshop problem. Reuters. 29. 2. 2012.

The texts, for example, include statistics and information regarding our relationship, as consumers, with these products, and possible suggestions of what can be done. Give the students 5-10 minutes to go through the materials.

- You can also inform the students about another consequence of the issue for your country, namely the closing of factories and transfer of production to China and other South East Asian countries (e.g. in the case of the Czech Republic the transfer of the production of SOLO safety matches to India, or the partial closing of the clothing manufacturing plant of OP Prostějov).
- Lead a discussion with the following questions:
 - *What have you learnt from the texts, maps, leaflets?*
 - *With which sources of information have you just worked? What makes them interesting? What impressions did this or that individual source make on you?*
 - *Let's now return to the list of things that prevent us from changing things. Has something changed? Do you have any new ideas? (E.g. do you now have more information and suggestions about what we can do? Do you now have specific statistics on how these issues relate to us, and that we also form part of the problem?).*
 - *Do you feel like changing anything? If not, why?*
 - *What would motivate you to change something?*
- Distribute the chosen statements and the empty sheet (see above) around the classroom and give the following instructions:
There are five statements distributed around the classroom. Your task will be to read them all and to stand by the one that you most approve of, or that has most captivated you. If you do not find any such statement, stand by the empty sheet of paper.
- After the students select their statements and you still have plenty of time, ask them to share the reasons for their decision:
Why did the statement attract you? What comes to your mind when you read it?
- To make sure only one student talks at a time, you can apply the "microphone" method. You can use a marker or a pen as a microphone. Only the person holding the microphone can talk. If any of the students' arguments don't make sense, you can ask them questions to help them to clarify their positions.

Infobox

The maps are from an internet map database that was established as a part of the SASI Group project (University of Sheffield) with the collaboration of Mark Newman (University of Michigan). The database, which can be accessed from www.worldmapper.org, offers dozens of topical anamorphic maps that were created to show various geographical characteristics (demographic, economic, social, environmental, linguistic, etc.). The size of the countries on anamorphic maps corresponds to the share of each country in the global occurrence of the specific phenomenon.

Sources:

Itzkov, D (11. 10. 2010): 'The Simpsons' Explains Its Button-Pushing Banksy Opening. In: The New York Times. [online] Available at: <http://artsbeat.blogs.nytimes.com/2010/10/11/the-simpsons-explains-its-button-pushing-banksy-opening/>

Banksy's art

<http://www.banksyfilm.com> <http://www.banksy.co.uk>

For more information on the Simpsons, you can refer, for example, to the following studies:

- Anizar Ahmad Yasmin (2008): *The Simpsons: The critiques of Consumerism and Environmental problems*. [online] Available at: <http://www.snpp.com/other/papers/aay.paper.pdf>
- Jonathan Gray (2007): *Imagining America: The Simpsons Go Global*. [online] Available at: <http://commarts.wisc.edu/faculty/gray/globalsimpsons.pdf>

Attachment 1-3

Clothing Exports

China exports more clothes than any other territory in the world. East Asia, the region in which China is located, exports over five times as many clothes (US\$ net) as any other region.

Of all earnings from international trade, 7% is earned from clothing exports. This category includes cloth as well as clothes, footwear and bags. It is possible that cloth is imported from one territory, sewn into a garment in a second territory, and then exported for sale in a third territory. Throughout this process the materials will usually gain value.

Territory size shows the proportion of worldwide net exports of clothes in US\$ that come from them. Net exports are reported in US\$. There is more than one territory in each region.

MOST AND LEAST US\$ OF NET CLOTHING EXPORTS

Rank	Territory	Value	Rank	Territory	Value
1	China	10000	20	Japan	2.22
2	United Arab Emirates	492	21	Japan	0.88
3	Spain	288	22	Japan	0.88
4	France	277	23	Colombia	0.83
5	Germany	266	24	Colombia	0.83
6	Republic of Korea	198	25	Spain	0.81
7	Malaysia	198	26	Spain	0.81

REGIONAL NET CLOTHING EXPORTS

US\$ worth of net clothing exports per person living in that territory?

"... Bangladesh ... relies on garments for more than three-quarters of its exports." Roland Buerk, 2005

1a Export of clothes

Clothing Imports

Despite the vast range of clothing styles throughout the world, there is a large international trade in clothes. These clothes arrive, more often than not, in the United States, Western Europe and Japan.

Most clothes are made in territories where employers can pay low labour costs, which partially maintains low prices for the populations of importing territories.

Spending per person on imports (net US\$) shows that some Western European territories have high import rates. There are particularly low net imports per person to some territories in Northern and Southeastern Africa.

Territory size shows the proportion of worldwide net imports of clothes in US\$ that are received from net exports in US\$. There is more than one territory in each region.

MOST AND LEAST US\$ OF NET CLOTHING IMPORTS

Rank	Territory	Value	Rank	Territory	Value
1	United Arab Emirates	1224	175	Algeria	0.17
2	Spain	1000	176	Algeria	0.17
3	France	881	177	Algeria	0.17
4	Germany	878	178	Algeria	0.17
5	Japan	878	179	Algeria	0.17
6	United Kingdom	878	180	Algeria	0.17
7	Italy	878	181	Algeria	0.17
8	Canada	878	182	Algeria	0.17
9	United States	878	183	Algeria	0.17
10	Malaysia	878	184	Algeria	0.17

REGIONAL NET CLOTHING IMPORTS

US\$ worth of clothing imports per person living in that territory?

"... we are trying to balance a number of interests here because obviously people want less expensive goods..." Tony Blair, 2005

1b Import of clothes

Toy Exports

More toys are exported (US\$ net) from Eastern Asia than from any other region. The value of net exports depends on a combination of how much is exported, how much is imported, and the prices paid.

In terms of earnings from toy exports, there is considerable variation between Eastern Asian territories. Net exports earnings per person from Hong Kong are more than 10 times greater than those from Taiwan, and almost 100 times greater than those from China.

Toys, including sports equipment, make up 1% of worldwide exports when measured in US dollars.

Territory size shows the proportion of worldwide net exports of toys in US\$ that come from them. Net exports are reported in US\$. There is more than one territory in each region.

MOST AND LEAST US\$ OF NET TOY EXPORTS

Rank	Territory	Value	Rank	Territory	Value
1	Hong Kong (China)	900	19	Polynesia	1.12
2	Taiwan	800	20	Polynesia	1.12
3	Malaysia	700	21	Polynesia	1.12
4	China	600	22	Polynesia	1.12
5	Japan	500	23	Polynesia	1.12
6	United States	400	24	Polynesia	1.12
7	France	300	25	Polynesia	1.12
8	Germany	200	26	Polynesia	1.12
9	Italy	100	27	Polynesia	1.12
10	Spain	100	28	Polynesia	1.12

REGIONAL NET TOY EXPORTS

US\$ worth of toy exports per person living in that territory?

"At City Toys Ltd., ... Shenzhen, youngsters worked 16-hour days, seven days a week." Agence France-Press, 2000

2a Export of toys

Toy Imports

Most imports of toys (US\$ net) are to the United States, followed by the United Kingdom. Toys are fun but not necessities. Thus toy imports give an indication of disposable income.

The lowest imports of toys (US\$ net) per person are to territories in Africa, Central Africa, Southeastern Africa, Southern Asia and Northern Africa, which contain the poorest territories in the world.

The highest imports of toys (US\$ net) per person are in territories in Western Europe, Northern America, Asia Pacific and Eastern Europe.

Territory size shows the proportion of worldwide net imports of toys in US\$ that are received from net exports in US\$. There is more than one territory in each region.

MOST AND LEAST US\$ OF NET TOY IMPORTS

Rank	Territory	Value	Rank	Territory	Value
1	United States	1000	195	Niger	0.03
2	United Kingdom	800	196	Niger	0.03
3	France	600	197	Niger	0.03
4	Germany	400	198	Niger	0.03
5	Italy	200	199	Niger	0.03
6	Spain	100	200	Niger	0.03
7	Japan	100	201	Niger	0.03
8	Canada	100	202	Niger	0.03
9	China	100	203	Niger	0.03
10	Malaysia	100	204	Niger	0.03

REGIONAL NET TOY IMPORTS

US\$ worth of toy imports per person living in that territory?

"Is there a present that a child or family member just has to have and you can't find it in any store?" Kibsource, 2000

2b Import of toys

Electronics Exports

Asian territories are the major world supplier of electronics. In particular Japan, China, Taiwan and Malaysia. As 85% of territories import (net) electronics items, these exporting territories are from where these demands are met. These territories, with others, are sometimes referred to as Asian Tiger, or Tiger economies. This is claimed to be due to their high growth, rapid industrialisation and export-driven trade strategies.

Worldwide electronics exports generate 10.2% of all money earned from trade in goods. Electronics include television and radio receivers, photography equipment, and electro-medical equipment.

Territory size shows the proportion of worldwide net exports of electronics in US\$ that come from them. Net exports are reported in US\$. There is more than one territory in each region.

MOST AND LEAST US\$ OF NET ELECTRONICS EXPORTS

Rank	Territory	Value	Rank	Territory	Value
1	Malaysia	1000	20	Polynesia	22.64
2	China	800	21	Polynesia	22.64
3	Taiwan	600	22	Polynesia	22.64
4	Japan	400	23	Polynesia	22.64
5	United States	275	24	Polynesia	22.64
6	Germany	275	25	Polynesia	22.64
7	France	275	26	Polynesia	22.64
8	Italy	275	27	Polynesia	22.64
9	Spain	275	28	Polynesia	22.64
10	Canada	275	29	Polynesia	22.64

REGIONAL NET ELECTRONICS EXPORTS

US\$ worth of electronics exports per person living in that territory?

"The ability of nations to compete globally is not a function of size, as Korea, Taiwan, Singapore, Hong Kong, and Malaysia demonstrate." Michael J. Kelly, 1997

3a Export of electronics

Electronics Imports

Whilst many people use electronic items as part of their day to day life, others have very little contact with electronics. This is particularly the case if someone has no electricity supply, or if someone has no electricity supply.

The United States is a major net importer of electronics, people living there spend US\$47 billion per year on imported electronics.

North American territories import (US\$ net) almost half of all electronics traded worldwide. North American territories, with a similar total population size to that of North America, import only around 5% of the electronics imported (net) by North American territories.

Territory size shows the proportion of worldwide net imports of electronics in US\$ that are received from net exports in US\$. There is more than one territory in each region.

MOST AND LEAST US\$ OF NET ELECTRONICS IMPORTS

Rank	Territory	Value	Rank	Territory	Value
1	United States	1000	191	Polynesia	1.88
2	United Kingdom	800	192	Polynesia	1.88
3	France	600	193	Polynesia	1.88
4	Germany	400	194	Polynesia	1.88
5	Italy	200	195	Polynesia	1.88
6	Spain	100	196	Polynesia	1.88
7	Japan	100	197	Polynesia	1.88
8	Canada	100	198	Polynesia	1.88
9	China	100	199	Polynesia	1.88
10	Malaysia	100	200	Polynesia	1.88

REGIONAL NET ELECTRONICS IMPORTS

US\$ worth of electronics imports per person living in that territory?

"Andorra was born of commerce and lives by commerce. It is a nation of merchants ... people don't just come to ski, they come shopping." Christian Perez, 1999

3b Import of electronics

Source: SASI Group (University of Sheffield) a Mark Newman (University of Michigan)



MICROWORLD

Goals: Students think about various factors that determine, influence and mould people from birth.
Students understand life and the world as a complicated, multilayered system in which everything is interrelated.

Curriculum links: Social Studies

Age: 14+

Time: 45 minutes

Number of students: 21

Materials: 10 balls of wool of different colours
10 big sheets of wrapping paper (min A2 format)
10 coloured pens of different colours
small pieces of paper, music (cheerful and relaxing)
a set of photos (*Attachment 1*)
post-it notes with topics

Preparation: Place big sheets of paper around the classroom, one for each two students. One of the students will have a specific task. Therefore, for 21 students there should be 10 papers. Also prepare 10 coloured pens and 10 balls of wool of different colours. If there is an even number of students you can have one group of three. If there are more than 21 students, prepare more topics.

Procedure

- Sit in a circle and place the set of photos (*Attachment 1*) in the middle. Ask the students to pick one of the photos and tell them to think about what can influence the given person in their attitude and opinions. You can give an example with the following picture:

It is a boy, he is reading a newspaper. He is probably sitting on a train and might be influenced by the things written in the newspaper. For example, he could be reading an article about development assistance in the Democratic Republic of Congo. The article can be biased and the boy forms an opinion, which is not objective and in the future he will present his standpoint according to it.

- Ask the students to describe their photo simply and encourage them by asking the following questions:
 - What does the photo depict? What are the people doing?
 - What can these people be influenced by?
 - What can mould their future behaviour?
 - Try to name some basic factors that come to mind.
- You can give them advice about what to focus on, such as the place where they live, their family, TV, newspapers, advertising, the Internet, school, childhood, gender, age, religion, culture, living conditions / standard of living, economic and political systems.



- Write the students' answers on the board or on a piece of paper so that everybody can see them. Then, try to make 10 basic groups of factors influencing people during their lives. Write one topic as a headline on each of the ten papers that you placed around the classroom. Use the information that the students mentioned first, e.g. family, media, culture, sex, age, religion, school, political ideas, living conditions / standard of living, nationality etc.
- Choose a volunteer who will represent a new-born child. Explain that he or she has just been born and that he or she is practically, a blank piece of paper. Divide the rest of the students into 10 groups. Each pair picks one topic and stands next to the paper containing the relevant one. Tell them to write their topic on a post-it note and stick it onto their chest, which will be a mark of their affiliation to it.
- Give small blank pieces of paper, pens, a coloured pen and a ball of wool of the same colour to each group. Ask the students to write down everything that comes to their minds regarding the chosen topic on their paper. This part's aim is to clarify the content of the topic in the group. The student representing the child can walk among classmates and observe how the discussion is proceeding. If they feel the urge, they can add their own opinions.
- Ask the students to choose a „static“ and a „moving“ negotiator from each pair/group. **Static negotiators** from all the groups stand next to the paper containing the topic of their group. The papers should be placed around the classroom in such a way that they form a circle; therefore, all the static negotiators should stand in a circle as well. The student representing the child stands in the middle of the circle. **Moving negotiators** take the ball that is tied around the waist of the static negotiators of their team and set off discussing with the static negotiators from the other groups. Their task is to find connections, links and relations between their topics.
- For example: a moving negotiator from a group with the topic of “advertising” approaches the static negotiator from the „family group“ and they develop a discussion: advertising influences families in such a way that it can imply what they should want, what to buy, where to go on holiday. It can support the feeling that if the family does not live this way, they are underprivileged, and the need to compare with each other, the sense of inferiority and envy arises.
- When the negotiators arrive at a clear connection and agree on a simple formulation, they write it on their papers around the classroom. The moving negotiator winds the ball of wool around the waist of the static negotiator and around the waist of the student representing the „child“, who is standing in the middle, too. The moving negotiators attribute a particular role/label/characteristics to them, which stems from individual connections, influencing and forming the child from birth. The „child“ writes down their attributed roles on a piece of paper. It is important that the wool stays stretched all the time.

For example: the moving negotiator from the „advertising group“, who found a connection with the „family group“, attributes a „greedy label“ to the child.

- If nobody manages to find any connection with a particular topic, they proceed to another one.
- As the quest for connections goes on, a web linking individual topics is created, and there is a child entangled in the middle of it. The web will probably be woven so densely that the moving negotiators will have to crawl under it.
- As soon as you see that the students have found a sufficient amount of connections (wait for a maximum of 13 minutes, though, otherwise you would have to prolong the whole activity), stop them and ask the moving negotiators to move out of the web. Ask the static negotiators to pull the web as much as possible, but gently.

- Ask the students to have a look at the colourful web that has just been created.
- Ask everybody the following questions:
 - *When you have a look at this picture, what does it remind you of? What would you call the thing that has just been created? How do you feel when you see this picture?*
 - *How did the negotiations go? Can you tell everybody what connections/relations you found between individual topics?*
 - *Were there any topics between which you did not find any connections? If yes, what were they? What connections between these topics are coming to your mind now?*
- Ask the student representing the „child“:
 - *How do you feel in the middle of this web?*
 - *Can you tell us what roles, characteristics and labels you received during the activity?*



The web can look like this: (The student – „child“ – is standing in the middle of the circle, entangled in a web of connections)

- *How did you feel when you were receiving individual labels? Which ones do you like and which ones would you rather not get? If you could change something, what would it be?*
- *Does it remind you of anything from your real life?*
- In this phase, other students can also talk about what they would do if they were in the position of the „child“.
- Tell the students at the end that now you will be unwinding the web together and that they should think about what this unwinding could symbolize in real life. When something comes to their minds, they can say it aloud whilst unwinding. If you decide to play some music in this phase, too, you should rather play something relaxing and quiet so that the students can hear each other.

Recommendations

- At the end of this lesson you can ask the students to draw their own microworld at home, what it constitutes, what roles, labels, characteristics they have received. Assure them that their drawing does not have to be precise or realistic and that the pictures will not be assessed. They can draw only their feelings, for example. You can talk about their drawings in the following lesson. Encourage respect, intimacy and openness. The students should have the possibility to refuse to talk about their drawings with the others if they do not feel like it. They should not laugh at each other. To strengthen the experience and intimacy, you can draw your own microworld as well and talk about it first.

Infobox

Although we live in a big world that we share – the macro-world – the majority of us operate primarily in our small, closed worlds – our micro-worlds. When we are born, we do not decide what parents we have, what school we will go to, what sex, nationality, ethnicity and religion we are or what society and culture we were born into. As we grow up, the nature of this world gradually influences, forms and determines us. On the basis of our experience and impulses from the outside world there develops a personality with its particular story, character and role and as time goes by we identify with it fully. Gradually we get convinced that this micro-world – our personality – is our only reality. We separate ourselves from the big MACRO-WORLD, losing the bigger perspective and letting interrelations get blurred. In this restricted view we very often think that our micro-world is the best one, we condemn other people's micro-worlds and regard them as untrue, inferior or better and more valuable.

What happens if we get out of our micro-world for a while? What happens if we try to unwind ourselves from its web?

Remaining open means being vulnerable, too. Our personality and our micro-world are very important to us; they accompany us during the whole of our lives. They help us survive in this world and give us a sense of security and reassurance. However, our task is not to try to strengthen the walls around us at all costs but to try to see, to reach wisdom and understanding that there is something more that transcends us - the MACRO-WORLD, Mother Earth, and that we are only a tiny but significant part of a bigger unit.

The contemporary world is a complicated, multilayered and ambiguous system in which everything is interrelated. If we forget to perceive this nature of the world, we see individual problems very one-sidedly. We forget that the same thing can be seen from different perspectives. Each opinion and standpoint, people's behaviour or life situation depend on many circumstances (society, race, culture, sex, religion etc.). Moreover, the world is increasingly becoming more like a village in which everybody lives in close connection to each other.

An extract from *The Way to Love* (meditation book written by the Indian Priest Anthony de Mello in 1992)

When you have a look at the things you are made of and how they work, you will find out that you have a whole programme in your head, a system of orders that inherently contain information about what the world should look like, what you should be like and what you should want. Who is responsible for this programme? Not you. It was not you who decided what you will want, what you will long for, what you need, who decided about your values, taste and attitude towards things. All those guidelines in your computer programmes were written by your parents, society, culture, religion and the experience you have gained so far. Whoever you are, wherever you go, the computer programme goes with you; it is turned on, controlling

everything in every present moment, while insisting that you and other people fulfil its demands. When they are fulfilled, your computer gives you a little break and you feel some satisfaction. When they are not fulfilled, even when it is not your fault, your computer gives rise to negative emotions, which make you suffer. For instance, when people do not do what your computer expects from them, it tortures you with disappointment, anger and hatred.

Another example: when things are not under your control or you are unsure about your future, your computer forces you to feel anxiety, pressure and fear and you have to make a lot of effort to overcome these negative emotions. And by making effort you are trying to change the world around you so that your computer has everything the way it wants. When you manage, it rewards you with a certain amount of uncertain peace. Uncertain because a little nuisance comes again soon (a train is running late, a tape recorder does not work, a letter has not arrived - anything), contrary to what has been programmed and your computer forces you to get angry again.

Your life is in effect very pitiable, you are in someone else's hands and dependent on something else all the time, desperately trying to comply with your computer's demands, just to touch upon the only calmness you have ever experienced - temporarily postponing all of your negative emotions, the manifestation of kindness of your computer. Is it possible to get out of it? Yes. You will probably not manage to change the programming quickly, maybe you will not manage at all. This is, however, not necessary.

Try this: imagine you have met an unpleasant person or that you are in an unpleasant situation you would normally rather avoid. Notice how your computer instinctively activates itself and starts to force you to avoid this situation or try to change it. And when you remain there and refuse to change it, you observe your computer cannot do anything else but cause irritation, anxiety, guilt or something similar. Do not say goodbye to the unpleasant situation or person yet. Continue feeling their presence until you realize that it is not them who cause your negative emotions. They are just the way they are, they take their direction and do their things, be it right or wrong, good or bad. Thanks to its programming, it is your computer that forces you to have negative emotions. You will see it more clearly when you imagine that a person with different programming but faced with the same person or situation would react completely calmly, even cheerfully.

Do not stop until you realize this truth: the only reason why you do not react calmly and cheerfully is your computer, which stubbornly insists on the fact that reality has to be transformed according to its programme. Try to inspect it from the outside and observe this beautiful change, which will appear inside of you. As soon as you get to know this truth and stop your computer from manufacturing negative emotions, you can do whatever you consider appropriate. You can avoid the situation or the person, or you can try to change them, or you can insist that your rights or the rights of other people be respected. This is, however, true only when you get rid of your restrictive emotions, because then your behaviour will stem from peace and love and not from the neurotic pressure of your computer as to whether to operate in accordance with its programme, or get rid of the emotions that it generates in you. It will be clear to you that the real pressure does not come from the people outside, who argue with you in the court, or the power that forces you to work too hard, but from your computer, which destroys the peace of your mind systematically as soon as external conditions do not match its demands.

It is generally known that some people were happy even in concentration camps. You need to free yourself from the other cables of your own programming. Only this way will you touch upon the internal freedom from which social revolution can arise, because passion which then develops in your heart when seeing social evil, and which will make you act, will have its roots in reality, not in the programme or your ego.

Attachment 1 – preview



source: www.sxc.hu



source: www.sxc.hu



source: www.sxc.hu



source: www.sxc.hu



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