

Going Beyond the Symbols:



Ethical Consumerism and
Fair Trade for Youth Work





The Waterford One World Centre is a Development Education Centre that focuses primarily on Ethical Consumerism and Fair Trade along with related issues.

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WE LIVE IN A FAST-PACED WORLD that is changing at a rate not previously experienced. As technology, communications and travel all become quicker the boundaries between peoples will continue to dissolve. Providing a global perspective allows learners to engage and feel solidarity with people from around the world. We hope this work leads to a greater understanding that what we share in common is greater than what divides us. Young people, in particular, are experiencing these changes in new and exciting ways while at the same time being confronted by world events that they may not have a context for understanding. The information and activities contained in this resource are designed to help provide a broader, more global, perspective.

This resource looks at one aspect of global education, ethical consumerism, and provides tools with which to engage young people on a topic that is familiar to them thus giving them the confidence to learn and act on an issue of global justice. Any topic is best taught over time in order to reinforce people's learning and global education is no different. This resource provides short term activities that you can use to introduce young people to the topics of Ethical Consumerism (including Fair Trade, Child Labour, Climate Change) and also sustained activities or actions that can provide learners with an in-depth experience of the issues. The cycle of global education is one of learning, reflection, and action which leads to additional learning and so on. The activities contained in this resource support that cycle.

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

About this Resource

This resource aims to address three areas of learning: knowledge, skills and attitude/values and the following table breaks down the learning outcomes that can be expected from the use of this resource.

 Knowledge	<ul style="list-style-type: none"> • The role ethics play in our consumer culture • Understanding that local action can have global impacts • Sustainability and the importance of pursuing a sustainable lifestyle • The meaning behind the Fair Trade symbols
 Skills	<ul style="list-style-type: none"> • Critical thinking and analysis of information • Working with others • Communication skills • Acknowledging alternative perspectives
 Attitudes/ Values	<ul style="list-style-type: none"> • Recognition that we need to balance economic, social and environmental concerns • Commitment to global social justice • Empathy and solidarity

This resource supports the cross-sectoral 'Education for Sustainability' national strategy for Education for Sustainable Development (ESD). The activities included in this resource have been piloted and refined over a two-year period and with a range of Irish and European learners in Ireland, Czech Republic, Poland, Spain and Romania.

Officially known as *Transforming Our World: The 2030 Agenda for Sustainable Development*, the **Sustainable Development Goals (SDGs)** came into force in January 2016 and replaced the Millennium Development Goals which have guided development work since the year 2000.

The SDGs are the work of the United Nations and have been approved by **ALL** of the 193 member countries. There are a total of 17 Goals with 169 specific targets.

United Nations General-Secretary Ban Ki-moon stated:

"The new agenda is a promise by leaders to all people everywhere. It is a universal, integrated and transformative vision for a better world." [Source: www.un.org]

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

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

As you use this guide, you will see that each Activity is stamped with one or more SDG in order to help identify links for your work.



Want to Watch More?

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

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



Want to Do More?

The National Youth Council of Ireland's *The Sustainable Development Goals and Youth (2015)* includes 10 activities to support projects for their One World Week Event. Available at: www.youth.ie/sites/youth.ie/files/SDGs_Youth_Resource%20_Pack.pdf

The Tell Everyone Campaign is a social media event to spread information about the SDGs. The site has a downloadable mobile phone application along with shareable pictures that provide information about the Goals. More information available at: www.youtube.com/watch?v=kR-YRC5D-QY. The campaign even includes a take and share your own Global Goal Selfie.



ACTIVITY 1 Exploring Sustainability

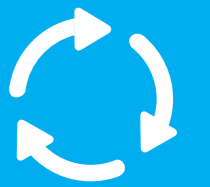


This activity is designed to help young people think about each of the Sustainable Development Goals individually and how they relate to their own lives.

- Time:** 20 minutes
- Materials:**
 - Flip Chart Paper/White Board and Markers
 - Copies of the Sustainable Development Goal cards (available on next page), copied and cut so that each participant/small group has a full set
- Steps:**
 - Introduce the concept of 'sustainability' with a brainstorm or discussion about what actions would be considered sustainable. Using the flip chart/white board, record people's answers. Share with them the definition from the previous page and see if this changes their answers or if they would like to add more.



ACTIVITY 1 Sustainable Development Goals Cards



<p>SUSTAINABLE DEVELOPMENT GOALS</p>	<p>1 NO POVERTY</p>	<p>2 NO HUNGER</p>	<p>3 GOOD HEALTH</p>
<p>4 QUALITY EDUCATION</p>	<p>5 GENDER EQUALITY</p>	<p>6 CLEAN WATER AND SANITATION</p>	<p>7 RENEWABLE ENERGY</p>
<p>8 GOOD JOBS AND ECONOMIC GROWTH</p>	<p>9 INNOVATION AND INFRASTRUCTURE</p>	<p>10 REDUCED INEQUALITIES</p>	
<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>12 RESPONSIBLE CONSUMPTION</p>	<p>13 CLIMATE ACTION</p>	<p>14 LIFE BELOW WATER</p>
<p>15 LIFE ON LAND</p>	<p>16 JUSTICE</p>	<p>17 PARTNERSHIPS FOR THE GOALS</p>	

Ethical Consumption

Consumer choices impact most people in the Global North on a weekly, if not daily, basis.

This allows for a unique opportunity for education practitioners to expand on the accessibility of consumer issues to introduce a broader range of global issues. The decisions we make while shopping are generally influenced by price, brand, product quality, promotions, packaging, etc. But how we choose to spend our money can influence the lives of humans, animals and the planet. This money can contribute to the development of local markets, family farms, charities and aid, or it can support the violations of human rights, arms trade, the cruel treatment of animals, waste, exploitation and environmental damage.

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

When you buy organic food, for example, you also support environmental protection, your health and the health of the farmers and food workers. When you buy Fair Trade products, you also support the environment, human dignity, workers' rights and the sustainable development of communities around the world.



Want to Know More?

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

Calculate how much forced or child labour is used on your products: www.slaveryfootprint.org

Want to Watch More?

Travelling on Trash: 100 kms on a Plastic Bottle Kayak. Tedx Youth Auckland Event with Shruthi Vijayakumar: www.youtube.com/watch?v=1uCwg93KrS8.

Giving Meaning to Consumption. Tedx University of Strathclyde talk with Elena Corchero: www.youtube.com/watch?v=eOZcStGmTZ0.

ACTIVITY 2 Needs v. Wants



This activity helps young people make the distinction between the things that we actually need versus the things that we want.

It is an important part of understanding our power as consumers to recognise that most of the things that we buy are not necessities. This activity relates to SDG 12 which calls for Responsible Consumption and Production. Understanding the difference between a need and a want enables people to recognise that much of what we purchase/consume is in excess of what would meet our needs.



🕒 Time:

15 minutes

✏️ Materials:

- Needs and Wants Cards (included on next page)
- Flip Chart Paper/White Board & Markers

💡 Steps:

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

ACTIVITY 2
Needs and Wants Cards



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

INFO SHEET 3

Ethical Consumerism: The Issues



Plastic Water Bottles: We consume over 50 billion plastic bottles of water each year and only about 20% of that plastic gets recycled. The rest of it ends up in landfills. If that was not bad enough, the plastic that makes up those water bottles does not biodegrade. It breaks up into smaller and smaller pieces, and each time it breaks it releases toxins that pollute our water and contaminate our soil. Study after study has shown that, in terms of purity, there is virtually no difference between the water contained in plastic and what comes out of our taps. Taste test after taste test has shown that people cannot tell the difference. It takes 3 times as much water to make a single bottle than it does to fill it up and we use 17 million barrels of oil each year in the production of plastic water bottles. Time to invest in reusable water bottles.



Sustainable Wood Products: We need timber. We use it for paper, furniture, musical instruments, etc. At the same time, old growth forests are also important for biodiversity, climate change mitigation and recreation. In Ireland, only about 10% of the land is covered by forests, one of the lowest figures in Europe. Tropical and exotic woods that are taken from around the world are done so without regard for the Rainforest or for the people and animals that rely on it for food and shelter. The Forest Stewardship Council makes sure that forests are managed in such a way that we can enjoy our wood products while maintaining our old-growth. Look for the FSC logo (shown here) on wood and paper products to make sure that we are able to use and enjoy the forests for generations to come.



Source: nanshy.com



Food Waste: Each year the average Irish household wastes over €700 in food by buying too much in the first place, not using leftovers or throwing away food that could be composted or fed to animals. At the same time, approximately 10% of Irish children are experiencing some form of hunger or food insecurity. Food waste happens in shops, cafes and restaurants, canteens and in the home. Household waste accounts for over 30% of all food waste and can be eliminated through small changes in consumer behaviour such as shopping more often but only buying what we need and making a commitment to using leftovers.



Cruelty Free Products: In 2013, the European Union passed a law that prohibited the sale of cosmetics and other beauty products that have been tested on animals. This law went a step further and banned the sale of products that contained ingredients that were tested on animals. This is great news! Unfortunately, EU companies can still test and sell products that are tested on animals outside of the EU. So if this is an issue that is important to you, make sure to look for the leaping bunny or the pink cruelty free bunny on your products to make sure that the companies that you support do not profit from a cruel testing regime.



Source: nanshy.com



ACTIVITY 3

The Story of Stuff

This activity uses the video *The Story of Stuff* to give young people an understanding of the processes at work behind our patterns of consumption.

The Story of Stuff is a short video available via YouTube and *The Story of Stuff* website. Using the Socratic Method of questioning, this activity explores learners' relationship to the material presented in the video as well as to the medium of video as a learning tool. This activity relates to SDG 11 which calls for Sustainable Cities and Communities. *The Story of Stuff* highlights how the current rate of consumption is unhealthy for both local and global communities.



Source: sustainabledevelopment.un.org

There are companion videos *The Story of Bottled Water*, *The Story of Electronics*, *The Story of Cosmetics* and *The Story of Solutions* as well either for follow-up activities or if you find your learners respond particularly well to the original video.

Time: 30 - 40 minutes (the video is approximately 20 minutes long plus time for questions and discussion)

Materials:

- Computer with internet access
- Data projector
- Notebooks/Scrap paper



Steps:

During the video, ask learners to take notes on these questions:

- One thing that they already knew
- One thing that was new to them
- One thing that they do not agree with or that they doubt
- One thing that they would like to learn more about

At the conclusion of the video, ask learners for their impressions:

- What were their initial thoughts on the film?
- What were the pictures at the beginning of the video depicting?
- What did these images bring to mind?

Important Links:

The Story of Stuff, www.youtube.com/watch?v=9GorqroigqM

The Story of Bottled Water, www.youtube.com/watch?v=-Zn0qi80IYY

The Story of Cosmetics, www.youtube.com/watch?v=se_kKB38gRI

The Story of Electronics, www.youtube.com/watch?v=RHyH7mSYKQQ



Source: rednow.com

INFO SHEET 4

Fair Trade

Fair Trade, most often represented by this symbol for Fairtrade, enjoys high recognition among the Irish public.

Although Fairtrade is only one example of Ethical Consumerism it is the most familiar and as such it is a good place to start learning about global issues such as trade justice, child labour, sustainable living, animal protection, climate change and workers' rights. Fair Trade is also the most obvious opportunity to exercise ethical consumer choices. Fair Trade opposes the unjust nature of conventional trade rules, focusing in particular on marginalized producers (farmers, craftsmen and workers) from the Global South.

There are a number of other Ethical Consumer and Fair Trade labelling initiatives that are common in Ireland including the Rainforest Alliance, World Fair Trade Organisation, Fair Trade Federation, World Wildlife Federation, Cruelty Free International along with a number of campaigns against particular companies that use child labour or have weak environmental standards. It is important that your learners recognise that there are a number of ways that they can use their purchasing power to support a fair and just economic and trade system.

Current trade rules do not provide sustainable standards of living or opportunities for people in the Global South resulting in over 2 billion people, despite their hard work, living on less than 2 U.S. dollars per day. Conventional trade which focuses on the constant reduction of costs has unleashed a 'race to the bottom' leading to, especially in poor countries, a lowering of wages, low employment standards, poor health and safety standards, violations of human and labour rights, poverty, hunger, and environmental destruction.

Fair Trade recognises that people are more important than profit. It stands for a transparent and fair alternative to the conventional trade system. It is based on respecting human dignity and partner relationships, promoting economic justice and building solidarity with the world. It connects us directly with people in the South who produce many of our goods. It gives us a possibility to positively impact their lives when we make consumer decisions based on values.

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



ACTIVITY 4

What it Means to be a Consumer



This activity is designed to have learners think critically about what it means to be a consumer.

This activity relates to SDG 12.



Time:

20 Minutes



Materials:

- Flip Chart Paper/White Board and Markers



Steps:

- Working with a partner and using a Think Pair Share strategy, have learners spend a minute thinking to themselves what the word 'consumer' means.
- Ask learners to share with their partner what they think the word consumer means and try to reach a consensus amongst themselves to its meaning.
- Once learners have completed their conversation with their partners, have each partnership describe to the whole group what they came up with for an answer.
- On flip chart paper/white board, write out the following question: **What did you consume today?** (If you have the space you can include sections such as food, technology, clothing, school supplies, etc. You can also make a distinction between those items that are goods and those that are services.)
- Choose one of the following to conclude the activity:
 - Compare your work from the Needs v. Wants activity and discuss how much of what we consume falls into the Want category. Identify things from the list that learners could live without.
 - Identify if any of the things on the 'consumed' list were ethical purchases (e.g. Fairtrade) and if they chose those products based on ethical concerns.



Source: sustainabledevelopment.un.org

What did you consume today?

INFO SHEET 5

Fair Trade Guarantees

Most people, when they think of Fair Trade, think of making sure that poorer producers in places like Africa and Asia, get paid properly for their work. While this is true, there is a lot more to the Fair Trade guarantee. It is important for people to understand that Fair Trade is also about equality, environmental justice and sustainability.

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

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

ACTIVITY 5 Building the Definition




This activity looks at the definition of Fair Trade which is taken from the World Fair Trade Organisation (www.wfto.com/fair-trade/definition-fair-trade).

In order to complete this activity, learners will have to interact closely with the definition which leads to a greater understanding of all the different aspects of it. These activity relates to SDG 8 and SDG 10.



Source: sustainabledevelopment.un.org



 **Time:**
10 minutes

 **Materials:**

Definition cards (included here, one set per group cut into individual sections)



Steps:

- Working in small groups, hand out a set of definition cards to each group. Working together, ask learners to put the phrases in the right order. The definition should look like this:

Fair Trade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers - especially in the South.

- If groups are having a hard time, you can prompt them by telling them to make use of the full stops and the capitalised letters. Also make sure that everyone is clear on the meaning of the words and phrases.

ACTIVITY 5 Fair Trade Definition Cards



Fair Trade, is a trading partnership,

based on dialogue, transparency, and respect

that seeks greater equity in international trade.

It contributes to sustainable development

by offering better trading conditions to,

and securing the rights of,

disadvantaged producers and workers –

especially in the South.

Child and Forced Labour

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

Each year on the 12th of June, the United Nations and the International Labour Organisation promote the World Day Against Child Labour. They have sponsored an on-going campaign, *Keep the Pinwheel Moving*, for young people to have their say about child labour. The movement of the pinwheel represents the spreading of information and awareness in order to stop child labour. Additionally, Universal Children's Day occurs on the 20th of November and is a good opportunity to take action.

Although most child labour occurs in India, it is a global problem including migrant farm workers in the United States, factory work in China, sex work in Russia and football stitching in Pakistan



Source: International Labour Organisation



Source: www.ulsoccershop.com



Want to Know More?

The National Youth Council of Ireland has a section on their website on child labour designed specifically for addressing the issue with youth groups:
www.youthdeved.ie/development_education/child-labour-activities.

The International Labour Organisation's Pinwheel Campaign:
www.ilo.org/ipecc/Campaignandadvocacy/Youthinaction/Pinwheel/lang--en/index.htm.



Want to Watch More?

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

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

Conflict Minerals: Stories from the Mouth of the Mine. Available at: Child Labour: The Darker Side of Chocolate. Available at: <https://www.youtube.com/watch?v=KXWFXeIZY9g>

Human Rights Watch. Made in the USA: Child Labour and Tobacco. Available at: www.youtube.com/watch?v=0-8TBceaO5Q

Child Labour Guided Discussion Jigsaw



Source: sustainabledevelopment.un.org

The chocolate industry, particularly that which takes place in West Africa (Ghana and Cote D'Ivoire), has high incidences of child labour and child trafficking.

One of the guarantees provided by Fair Trade is that children are not involved in the production process. With over 6 million people working in the cocoa industry (Fairtrade Foundation), there is a lot at stake. This activity looks at the lives of children involved in the cocoa industry through of series of videos taken in West Africa and available on YouTube. This relates to SDG 4 which guarantees a quality education given that child workers are unable to attend school. It also relates to the Declaration of Human Rights and The Convention on the Rights of the Child.



Time: 45 minutes



Materials:

- Computer with internet & data projector



Watch:

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



Steps:

- Divide learners into 5 groups.
 - After watching the videos, provide each group with one of the following questions (or questions of your own design):
 - Have groups discuss and answer their question.
 - Have learners regroup so that there is a representative (or two) from each of the original question group in each of the new groups. If you have less than 25 learners, you can use, for example, only 4 of the questions.
1. Are there circumstances where child labour might be justified, e.g. if a family is very poor?
 2. Can consumers use their purchasing power to change a situation such as child labour that is happening so far from here?
 3. Is there a difference between the child labour seen in the videos and the child labour that takes place in Ireland? (for information on laws regulating the working environment of people under 18 in Ireland see the Citizen's Information website (www.citizensinformation.ie/en/employment/starting_work_and_changing_job/young_people_at_work/rights_of_young_workers.html))
 4. Is it possible that education is not necessarily the best option for all children?
 5. Would it not be better to focus on the root cause of the problem, poverty, and fix that rather than focus on child labour?
- In the answer groups, have each of your learners explain the question that their group was given and describe their discussion and answer.

Carbon Footprint

If you read all of the SDGs closely, you will notice that Goal 13 stands out due to the immediacy of its language: Take **urgent** action to combat climate change and its impacts.

Science overwhelmingly supports that climate change is a result of human activities and that we must take steps to lessen our contribution now. We can already see the impacts here in Ireland, far away from those most devastated by climate change, with warmer temperatures, higher rainfall amounts and rising sea levels. (ENFO, EPA)

At the moment, however, it is the people living in the Global South that are suffering the most from the changes to our climate in the form of persistent drought, more violent storms and erratic growing seasons. Scientists say that the world can only take another 2-degree rise in temperature without experiencing cataclysmic results.

"We are united in the need for an urgent response to the climate...the economic and social costs of climate impacts on people, their rights, their homes, their food security and the ecosystems on which they depend cannot be ignored any longer. Nor can we overlook the injustice faced by the poorest and most vulnerable who bear a disproportionate burden from the impacts of climate change." - The Mary Robinson Foundation for Climate Justice

Ireland has a high per capita carbon emissions rate. The global per capita average is 5.0 metric tonnes and Ireland comes in at 7.9 tonnes. The United States is still the highest with an emissions rate of 16.5 tonnes per person and China comes in at 7.2 tonnes per person (BBC 2014). At this rate, we will surpass the 2-degree mark within 30 years.

So what can we do? The activity on the next page is designed to help young people understand why it is important that we take action. According to the Environmental Protection Agency, the biggest areas where Ireland contributes to high emissions rates are Agriculture at 29.2%, Transportation 21%, Energy 21% and Residential 12% (other sectors include Commercial Industry and Waste).

We will focus on transportation, residential and energy, the areas where young people are able to make the most difference in terms of how much they contribute to global warming.



Want to Do More?

The National Youth Council of Ireland has a section with activities directly targeted at youth groups on climate change: www.youthdeved.ie/activities/climate_change.



ACTIVITY 7

Carbon Footprint Game

This activity contains a set of questions, designed for young people, to help them to understand what they can do to decrease their carbon footprint.

It also lends to the understanding that individuals do have the power to have a positive impact on change. This activity relates to SDG 13 on taking action to reverse climate change.



Source: sustainabledevelopment.un.org



Time:

10 minutes



Materials:

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



Steps:

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





Carbon Footprint Quiz

Do you normally take a bath or a shower?

- Bath +20
- Shower +10

How do you get to school?

- Walk/Bike +0
- Carpool/Public Transportation +10
- Individual Car +20

Do you compost at home?

- Yes +0
- No +20

Do you always turn off tv when you leave the room?

- No TV +0
- Yes +10
- No +20

Do you recycle at home?

- Yes +0
- No +20

Do you let the water run when you brush your teeth?

- Yes +20
- No +0

Do you give away or donate your unwanted clothes?

- Yes +0
- No +20

How do you get rid of leftovers?

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

How do you dry your clothes?

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

Do you use a dishwasher or hand wash for dishes?

- Dishwasher +20
- Handwash +10

Score:

Total number of points: 210
 Least amount of points: 20

INFO SHEET 8

Sustainable Tourism



Most people really enjoy taking a holiday and will rarely think about the impacts that repeated visitors will have on the local environment. Impacts range from increased water usage and pollution to stress on natural environments.

Water in particular is hard hit by tourism in warm climates. Hotel pools, golf courses and general use deplete local supplies from residents. For example, a golf course in Thailand uses as much water as 60,000 rural villagers and golf course maintenance not only depletes groundwater but contaminates it with excessive use of fertilizers and pesticides (*Tourism Concern: www.tourismconcern.org.uk*)

Additional concerns about tourism include the increased carbon emissions from air travel, the creation of low-skill, low-pay jobs, the damage to local culture and traditions, and that much of the profits go to travel agents and tour operators who are not locally based.

Tourism does have positive effects in that it creates jobs where they might not exist otherwise, it breaks down cultural barriers by allowing people to experience each other's lives and revenue generated by the tourism industry pays for infrastructure like airports and new roads.

Ecotourism attempts to take the good of both. According to the International Ecotourism Society, ecotourism is now defined as:

"responsible travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education".

(www.ecotourism.org)



Want to Watch More?

Our Africa, a project of SOS Children has produced a website featuring the voices of young people from around Africa. Included here are links to young people talking about tourism in their countries. Videos are also available on a wide range of topics including culture, human rights, labour and their day-to-day lives.

The Great Rift Valley: www.our-africa.org/kenya/the-great-rift-valley

Tipaza, Algeria: www.our-africa.org/algeria/tipaza

Building Miniatures, Mali: www.our-africa.org/mali/building-miniatures


ACTIVITY 8 A Moving Debate




This activity is designed to enable learners to think critically about the issues that have been addressed by this resource.

This activity relates to the SDGs in a general way as well as to Ethical Consumerism.



 **Time:**
15 minutes

-  **Steps:**
- This activity can be done with learners standing up and moving around the room if you have enough space. If you do not, provide learners with Agree/Disagree signs and they can state their position from their seats (alternatively you can decide on a system such as left hand up if you agree, right hand up if you disagree, hands in lap if you are undecided).
- If learners are moving around, identify an Agree side of the room and a Disagree side of the room. If they are seated instruct them on how to signal their opinion.
 - Explain to learners that you are going to read a series of statements. If they agree they should indicate by moving to Agree side of room or putting up their Agree sign, etc. If they are unsure they should stand in the middle of the space.
 - After you have read the first statement and people take their positions, ask some learners why they took the position that they did. Explain that if there is anything that anyone says that makes them change their mind, then they can change which side of the room that they are on or which sign they are holding up.
 - Sample statements (use only those that have been addressed previously with your group):
 - The money generated by Western tourism is more important than any environmental or human rights impacts.
 - It is more important to protect the environment by decreasing our food miles (how far our food has to travel to get to our plates) than it is to buy Fair Trade products.
 - We should be more worried about taking care of people who are suffering in Ireland than about those living in other countries.
 - It is not possible for any one individual to have any real impact on global issues.

Taking Action



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



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



One World Week: The National Youth Council of Ireland's (NYCI) One World Week takes place each year for a week during November. Youth-led events and actions take place around Ireland on a different global theme each year. NYCI also offer mini-grants of up to €300 to support groups who wish to participate (grant deadlines are generally in October). The NYCI website has up to date information along with resources for youth workers and ideas for getting started with projects: www.oneworldweek.ie/about



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



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



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



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

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