



UnderCover

RESOURCE BOOK ON GLOBAL DIMENSIONS
OF OUR CONSUMPTION FOR TEACHERS



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



MY DAY

TAKEN FROM THE MANUAL FOR THE WORKSHOP "COCA-COLONIZATION" BY NAZEMI

Goals: Students will revise and broaden their vocabulary focused on "everyday activities".
Students will practice Present simple/Present continuous/ Past simple/ Past continuous...(choose according to your students' needs and level of English).
Students will understand some of the brand marketing strategies of international corporations.
Students will explain what advantages and disadvantages the international corporations bring to consumers and analyze how the international corporations influence their lives.

Curriculum links: English Language (level: A2 and higher), Social Studies, Economics

Age: 14+

Time: 45 minutes

Materials: My Day (*Attachment 1*) for each pair
Worksheet (*Attachment 2*) for each pair
logos to be cut up (*Attachment 3*) for each pair

Procedure

- Tell the students that today's topic will be their „daily routine“. Split the students into small groups and have them write down as many verbs dealing with everyday activities as possible in two minutes (e.g. to wake up, to get dressed etc.).
- Ask the students to reveal how many verbs they've managed to write down. The group with the fewest verbs will read them aloud. The others will add more verbs. If necessary, new vocabulary may be presented to the students.

Examples:

To wake up, to get up, to brush one's teeth, to have/take a shower, to get dressed, to go jogging, to get to work, to take the bus/tram/train, to have lunch/breakfast/dinner/a snack, to go shopping, to put on clothes, to take off clothes, to go out with friends, to set the alarm clock, to fall asleep, to leave work, to chat with friends, to make the bed, to do the cleaning, to do homework, to do the laundry, to do the washing up, to feed the cat, to wash one's hair etc.

- Each student will choose five verbs and will create five general questions using the verbs. Each student may later put the questions to any of his classmates. The questions shall begin with one of the following interrogative pronouns:
 - *How long...? (How long do you usually brush your teeth?)*
 - *How often...? (How often do you go to the gym?)*
 - *What time / When...?*

While the students are creating the questions, supervise them to make sure that they are doing so correctly.

- Have the students form groups of three. They will ask the questions to each other and answer them. Encourage the students to both answer every question AND ask complementary questions (for example A: *How long do you usually brush your teeth?* B: *2 minutes.* A: *Do you think it's enough?* or *What kind of toothpaste do you use?* or *What do you usually do when brushing your teeth?*)
- To finish the activity, ask each student to present one fact he's learned about his classmates (e.g. Pepa brushes his teeth for 1 minute every day.)

Alternative

- The students don't have to talk about themselves. Each student may get a picture of another person (from a magazine, newspaper etc.) and try to talk about the person's life.
- Tell the students that they will be provided with the daily routine of a person. Their goal will be to answer the following questions, while working in pairs:
 - *How old is the person? Why do you think so?*
 - *Is it a man or a woman? Why?*
 - *What name do you want to call him/her?*
 Each pair will then get the **Attachment 1**. The students should get a couple of minutes to complete the task. Some of the answers will be read aloud.
- Choose one of the following topics, depending on your students' level of English. Discuss and write down:
 - *What does the person usually do?*
 - *What did the person do yesterday?*
 - *What is the person doing right now?*
 - *What do I have in common with the person? In what sense are we different?*
- Depending on the task, the students may at first work alone and later in pairs or groups. The students must be advised to use the verbs they learned at the beginning of the lesson as frequently as possible
- Before obtaining the Worksheet (**Attachment 2**), ask the students:
 - *Why were you able to describe the person's daily routine when you only saw logos? How is it possible that everybody knows the brands?*
 - *Do you have a favourite brand? What is it and why?*
 - *Do you know the names of the companies producing these brands?*
- You can reveal now that all the presented brands belong to international business corporations ("corporations"). Ask the students what they think the term "international business corporation" means.
- The students will be given the **Attachment 2** in which brands and the owners of the brands are presented. Each pair of students will be provided with one sheet of paper (**Attachment 2**) and will get several minutes to complete task no. 1. You may also use logos (**Attachment 3**) in this activity. Matching the real logos is more interesting.
- Check the answers together with the students afterwards.

Key

Unilever	Nestlé	Procter and Gamble	Altria Group	Kraft Foods	Coca-Cola	Danone
Signal, Rama, Dove, Lipton, Algida, Knorr, Hellmann's, Cif, Rexona	Orion, Nescafé, Friskies	Puma, Tide, Oral-B, Camay, Head and Shoulders, Max Factor	Kozel, Pilsner Urquell, Start, Marlboro	Milka, Figaro, Opavia	Coca-Cola, Fanta, Bonaqua	Activia, Danone

- Ask complementary questions:
 - *What surprised you in the chart?*
 - *What have we learned from the chart?*
 - *Did you know all the brands? Did you know all the companies?*
 - *Do we usually know the owners of the brands? Why not?*
 - *Are there any original Czech brands? How is it possible that the brands still exist even if the owner has changed?*
 - *Why do you think that one corporation works in various sectors (e.g. Unilever, Altria Group)?*
 - *We usually do not know who produces and who owns the brands (holding companies). How does it affect the consumers (us)?*
 - *What kind of products does Coca-Cola produce? Why do you think it owns so many brands? (around 400 hundred brands worldwide, 11 in the Czech republic)*
- The students will complete tasks no. 2 and no. 3 from the Worksheet. Discuss the tasks afterwards. You may try to find answers to students' questions (task no. 4) together with the students.

Infobox

What is International Business Corporation?

An international corporation (international business corporation) is a legal person that manages production or delivers services in more than one country.

Their legal personalities allow international business corporations to own property, enter into contractual relationships, sue (e.g. sue someone for damage caused or libel) and be sued. A legal person must pay taxes. All these activities are legally separate from the activities of their owners or members.

Two basic conditions are necessary for a corporation to be formed: limited liability and permanent existence

Permanent existence: The existence of business companies does not depend on the existence of their shareholders, bond holders or employees. In theory, business companies may be closed down by court order. However, this only happens in very rare cases and for strictly technical reasons.

Limited liability: The owners of a company are not liable for any debts or damage caused by the company. Only the initial investment of the owners (money invested to buy shares) is at risk.

Companies enjoy the same rights as physical persons. But unlike physical persons, the activity of a company is not limited by death (or imprisonment) unless the corporation is closed down court order or liquidated by the shareholders.

Ownership

A corporation may be owned by a single person or by thousands of small shareholders through the possession of stock – the shares which represent proprietary share. A lot of international business companies are owned by investment funds and pension funds (both being capital funds where even our own savings might be deposited), by other companies or by holdings.

That's why it is often impossible to find out who the owner of a stock company is. Only some companies reveal who the real owner is. It is customary, but not obligatory, for large companies to be publicly traded. The publicly traded company whose shares are being traded on the stock exchange is evaluated not only according to its own economic results, but also according to its competitors' economic results. If the company flourishes, the price of its shares increases, and so does the wealth of its shareholders.

A Holding Company does not manage products or deliver services. Instead, its sole purpose is to own the shares of other companies. Holding companies simplify ownership and control over several different companies or their parts, hence reducing their owners' risks

Growth and Influence of International Business Corporations

Due to the policy of liberalization, i.e. removal of the barriers which prevented goods and capital from freely moving, and due to the development of the internet, international corporations started to play a substantial role in globalization.

The fastest way for a company to grow is either by a new acquisition, when another company is purchased, or by a merger, when two companies are merged. In the case of an acquisition, the purchased company usually "dissolves" into the company that has bought it, and the name of the purchased company disappears (e.g. the Czech branch of Carrefour has been purchased by Tesco, Oskar has been purchased by Vodafone, Český telecom has been purchased by Telefonica O2). For marketing reasons, companies sometimes act differently – i.e. the name of the purchased company may be left unchanged (e.g. the original name of the Slovak chocolate factory – Figaro – has not been changed by its new owner, the Kraft company; the original name of the Czech chocolate factory – Orion – has not been changed by its new owner, the Nestlé company; the same applies to the Czech car manufacturer Škoda, purchased by Volkswagen).

The largest international corporations can employ hundreds of thousands of people (e.g. Citigroup has 332 thousand employees and 200 million customers in more than one hundred countries) and their income is often comparable to the GDP of a small country. Together with their growing production of goods and provision of services, corporations are increasing their economic and political influence as well.

While states and communities are bound to their regions, international companies may move freely to choose the most advantageous locations. Countries struggle to court the favor of the corporations by making concessions, building infrastructure etc. The international corporations thus get a chance to shift most of their expenses onto regions and countries. Globalization provided the companies with new tools to increase their profits.

Among the controversial facets of the influence of international corporations are:

- lobbying
- use (or misuse) of so-called tax paradises
- use (or misuse) of cheap labor and child labor
- the threat of market withdrawal, connected with the loss of jobs in a region or a country, functions as a political "lever" when negotiating better terms
- a large (excessive, according to some critics) amount of patents held by corporations to prevent competitors from arising

International business corporations fight to transfer manufacturing facilities to countries with as cheap labor force as possible, trying to sell the products in countries with as high purchasing power as possible and to pay taxes in countries with as low taxes as possible.

Branding

A brand is used to help producers sell their products. As the market became more globalized with time, supply increased and brands became more important. In the '80s of the 20th century, management theorists came up with a new idea with old roots: the mark of a successful company is not a product, like it was before, but rather a brand and the idea the brand personifies. Brand fever started in the '80s and reached its peak in 1998 when Philip Morris bought Kraft Foods for a price six times higher than the total value of the company. The extra money corresponded to the value of Kraft's brands.

Nowadays, it has become more and more common for companies to buy other companies solely to get their registered trademarks. A trademark is a piece of intellectual property. Its value may be huge. From this point of view, it is easy to understand why companies are willing to invest enormous sums of money in trials to protect their brands.

Source:

NaZemi - společnost pro fair trade (2008): *Coca-Colonization. On transnational corporations (not only) in developing countries*. Manual from The World in the Shopping Cart series, Brno.

The latest examples of mergers were gathered from newspapers.

Attachment 1

My Day

6:00 – 7:00



7:00 – 12:00



12:00 – 13:00



13:00 – 17:00



17:00 – 18:00



18:00 – 19:00



19:00 – 22:00



22:00 – 23:00



Attachment 2

1/ Decide under which corporation the following brands belong:

Signal, Puma, Marlboro, Milka, Fanta, Activia, Nescafé, Rexona, Start, Kozel, Milka, Bonaqua, Figaro, Head and Shoulders, Friskies, Pilsner Urquell, Knorr, Algida, Camay, Hellmann's, Dove, Cif, Lipton, Coca-Cola, Petra, Max Factor, Rama, Orion, Oral-B, Danone

Kraft Foods	Nestlé	Danone	Altria Group
Coca-Cola Comp.	Procter and Gamble	Unilever	

Attachment 2

2/ Complete the sentences:

1. From the consumer's point of view corporations have these advantages:

.....
.....
.....
.....

2. From the consumer's point of view corporations have these disadvantages:

.....
.....
.....
.....

3. What I did not know about corporations:

.....
.....
.....
.....

3/ Discuss in pairs:

When and how do corporations influence my everyday life?

.....
.....
.....
.....

4/ Two questions I have:

1.
.....
.....
.....

2.
.....
.....
.....

Attachment 3





ADVERTISING IS...

Goals: Students analyze current trends and changes in the advertising/marketing strategies by searching for similarities and differences between current adverts and old adverts.
Students explore the diversity in various perspectives and opinions on advertising and consider what is behind them.
Students are able to look at a specific advert from various perspectives.

Curriculum links: English Language, Social Studies, Media Studies

Age: any (the statements can be made easier or difficult depending on the age group)

Time: 45 mins (possible to do in 90 mins)

Materials: large papers, glue, markers
pairs of adverts – old and new (*Attachement 1*). There are three examples of pairs. Feel free to use different adverts – e.g. at google.com/images
a chart for each student (*Attachement 2*)
statements about advertising (*Attachement 3*) (choose or modify the statements according to the age group of your students and the chosen method)
magazines with adverts (or if you want to save time, cut them out before the lesson)

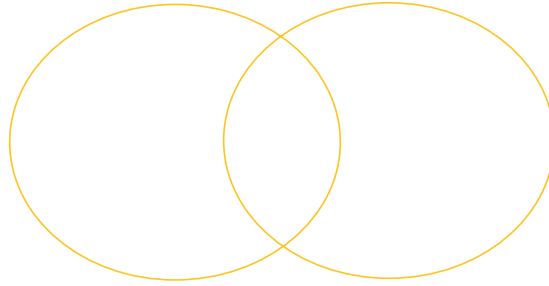
Procedure

Optional interactive beginning:

- If you have more time, you can start your lesson with an interactive warm-up (10 mins). Randomly distribute letters of the alphabet on the floor (three letters on one sheet of paper – e.g. ABC on one paper) and ask your students the following questions below. They should answer the question in their heads and then step up on the first letter of their answer. Model it first: *if you ask me what's my favourite colour I would step up on B standing for „blue“*. Start: *What's the first thing which comes to your head if I say „advertisement“?*
- After each student finds their place, ask them for quick answers – e.g. just saying the word. This activity should be dynamic and should result in quick movement and help students to get into the topic. Then continue:
 - *How many adverts do you think that you see, watch, read or hear every day?* (this can be then later developed into homework, e.g. students have to count how many adverts they come across every day and then present it the next lesson. This can lead to a new discussion in the following lesson.)
 - *Have you got any favourite advert? If you don't what was the very last advert you've seen, heard, read or watched?*
 - *Is there any advert or any kind of advert you don't like? Which one?* Students can be specific or generally talk about some product. Then ask them why they don't like them.

Venn diagram

- Tell your students that today you are going to talk about adverts. Students make small groups. Explain to them:
Each group gets two adverts of the same product. One of them is from present and the other one from the past. Your task is to compare them – to look for similarities and differences. To help you and to make this more fun you will get a big paper and draw a Venn diagram. In the middle you write things (just keywords) which both adverts have in common. Then on the left what is characteristic only of the „old“ one and on the right only of the newer one. You have 5 mins. Try to write as many things as possible.
- Then give each group a big sheet of paper and adverts (*Attachement 1*). First, they can glue the adverts on the paper. It can be more interesting if you work with more adverts (e.g. car, cosmetics, PC, medicines...). Let them know in advance how many different products the whole class will work with.



- After they have finished, have students look at the posters. The posters can either circulate quickly from group to a group or make a „gallery“. Put the posters next to each other on the floor or desks and ask students to walk and have a look. Then ask them:
 - *What did you find typical of older adverts? Did you see any similar ideas on more posters?*
 - *What did you find typical of newer adverts?*
 - *Why do you think the adverts have changed? What might the reasons be?*
 - *What do all the adverts have in common? Why do they exist?*
- Tell the students that they will read statements of various perspectives on advertising. First give each one a chart (*Attachment 2*). You can modify the chart before the lesson, if necessary (e.g. if each student works only with two statements, leave only two lines there. If students work in groups, then add more lines.)
- For working with the statements you can use one of these methods. It is not necessary to use all the statements
 - A/ Each student gets a handout with all statements. First they will read and complete the chart individually. After they finish it, they will compare it in pairs or small groups.
 - B/ Students work in small groups and complete just one chart together.
 - C/ Students make groups so that there are as many members in each group as there are statements. Each student gets one statement and complete the info in their own chart. Then they present it to other members of their group.
 - D/ Put the statements on the walls, students walk in pairs and gradually discuss each statement and complete their charts.

To help your students understand the task, work with one of the statements together. Model if necessary. First, read the statement aloud:

C. Advertising is increasingly invading public spaces. There are ads in schools, airport lounges, doctors' offices, movie theaters, hospitals, gas stations, elevators, on the Internet, on fruit and countless other places. There are ads on beach sand and restroom walls. Do you remember what the world looked like without it? I wish there was less advertising and all of us could more appreciate the landscape and the environment around us.

Who might say it?

e.g. environmentalist, lover of nature, somebody who does not like billboards

Why did he/she say so?

e.g. he/she doesn't like advertising. He/she likes the original landscape etc.

What can people generally think after reading the statement?

e.g. ... that billboards make the countryside ugly, ... that advertising is bad, ... that producers of adverts do not like the countryside etc

What questions would you like to ask about the statement?

Who decides which public spaces will be offered for advertising? Why does the author have a problem with advertising in restrooms or elevators?

- After students finish their work, go through the filled charts together. Raise more questions to enable them to go deeper in each perspective, revealing what might be behind them. Suggestions for questions:
 - *Who might say it? What kind of job might he/she have? What are his/her interests? Where does he/she come from? How is he/she connected with advertising?*
 - *Why does he/she say so? Why does he/she think so? What are the reasons? Where does his/her way of thinking come from? What or who affects his/her thinking about advertising?*
 - *What might people generally think after reading it? What effects does it have on people? How can they react to it? How can it make them feel about advertising?*
 - *What question would you like to ask about this statement? About this point of view? Do you understand the point of view? (make sure your students understand that understanding one's point of view does NOT mean agreeing.) Does it raise any question in your head? Would you like to know something more about this perspective?*

Reflection in groups

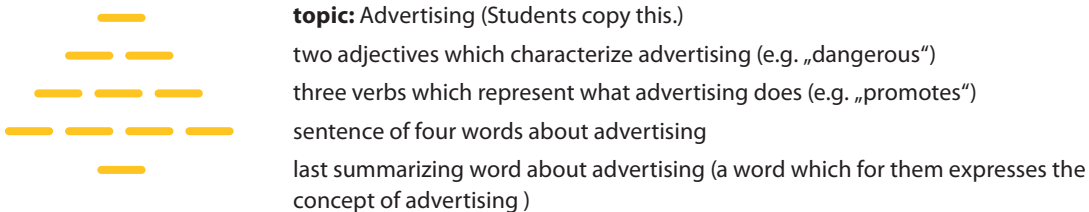
- Tell your students that now they will choose one advert and try to look at it through different people's eyes. Prepare the adverts before the lesson or let students choose their own from magazines. Present a wide range of adverts. For example, students can also work with charity adverts or fair trade adverts. Students will make groups and write down at least four invented statements of various people (similar to the statements they have read in the main activity – but now being more specific). Encourage them with the following questions:
How might different people comment on this advert? What might they say about it? What are various perspectives people might have on this advert? How might they feel about it? How might it affect people? What might they see behind it?
- After finishing, students can read some of their statements aloud.

Variation

- If you have more time, each group gets a big paper and glues the advert in the middle of it and all around they can draw speech bubbles with various statements. To develop creativity, they can draw people saying them. Then put their posters on the wall.

Individual reflection

- If you have got enough time, each student concludes this lesson on their own with a method called "cinquefoil". It will help students to synthesize their understanding of the topic. Have each student draw the following scheme and then write into it words according to the instructions. Make students think hard what they are going to write. They should not write the first things that come into their mind.



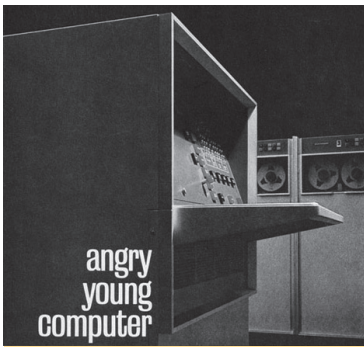
Attachment 1 – preview



1a



1b



2a



2b



3a



3b

Attachment 3



A. I don't consider advertising fun or some art but as a means of communication. When I write an advertising text, I don't want to hear that it is „creative“. I want you to go and buy the thing.

B. Advertising is not information anymore, it is a suggestion which frequently uses psychological pressure on the consumer. It uses associations, arouses emotions, and turns on one's sex drive, instincts and desires, such as happiness, health, fitness, appearance, self-esteem, reputation, social status, identity, adventure, reward; or fears, such as illness, weaknesses, loneliness, need, uncertainty. All human needs, relationships, and fears become means and tools for selling products. That's what modern marketing is about. Can I call it manipulation?

C. Advertising is increasingly invading public spaces. There are ads in schools, airport lounges, doctors offices, movie theaters, hospitals, gas stations, elevators, on the Internet, on fruit and countless other places. There are ads on beach sand and restroom walls. Do you remember what the world looked like without it? I wish there was less advertising and all of us could more appreciate the landscape and the environment around us.

D. It's fun! What else would I watch on TV? The quality of TV series has gone so far down in the last few years! But the commercials are funnier and funnier and there are so many pretty girls in them!

E. Our products won't be sold without advertising. No advertising, no profit. In today's world you have to be really smart to draw the customers' attention. Therefore we have built a very creative team of experts who can always think of some new way of presenting our product. We are proud of them.

F. For me advertising is an instrument for increasing consumption. People affected by it want to buy more and more things. Advertising make people feel that without the product or service they won't be happy, beautiful, successful... If we go on consuming the same way as now, I don't see any future for the next generation. The world will be without resources and full of waste.

G. I hate advertising. My daughter is 14 and has serious health problem. She has always wanted to look like the skinny girls in the advertising and she has just decided to stop eating. I wish she could see how beautiful she was before. I wish we had not been buying her any magazines and had not let her watch TV so much.

H. Advertising is art and those who produce it are real artists in my opinion. They must know so much! It's not easy to create a good advert which attracts people's attention. Advertising producers are models for me and I hope that one day I'll be like them.

I. Undoubtedly advertising promotes gender stereotypes. It usually illustrates men and women in their traditional roles, and sometimes it is even based on sexism, racism and ageism (prefers youth). Some activities are presented as typically female or typically male activities. The female body is commonly used to increase interest and desire.

J. Advertising informs me about new things in the market. I would not know about them without the adverts. Advertising is a special kind of news service for the customer. It's up to each of us whether we allow the adverts to affect us or not.



CURIOUS MAPS

Goals: Students will be able to name factors leading to the transfer of clothes manufacturing sites and discuss how these factors influence each other. Students will be able to understand the principle and functions of anamorphic maps and will be able to speak about their positive sides as well as their drawbacks. Students will get familiarized with the Worldmapper database.

Curriculum links: Economics, Geography

Age: 14+

Time: 45 minutes

Materials: a projector or print out maps (*Attachment 1*)
a worksheet (*Attachment 2*) per student
one set of maps printed in colour per group (*Attachment 3*)
a projector or material required in Task 3 (*Attachment 4*)
“post-it”stickers, minimum 2 pieces per student

Procedure

- Announce to the students that together you will look at a number of world maps. Then show them 4 maps from the Worldmapper database (*Attachment 1*). Each map is followed in the presentation by a world map based on the countries' real sizes and done in identical colours to enable viewers getting a real orientation in relation to the country's real size. You can go back and show the maps several times. Instead of showing the maps on a projector, you can also print out all the maps and cover them in plastic if you can to use it multiple times.
- Then ask the students: *What kind of maps are these? What do they show? With maps 3 and 4 it might be helpful to ask: What is particularly significant for this country? What are the characteristics that are outstanding in some ways in these countries and that these countries have precisely in common?* Let the students word their ideas without you commenting on them.
- Tell the students that the aim of the lesson is to understand functions of anamorphic maps and to find out what information one is or is not able to get out of them.
- Explain briefly the principles of map anamorphosis (see Infobox). To demonstrate this better, you can use animation (size → population). Use the example of the four maps shown in the introduction – explain to the students what they show and in what units these are.
 - Map 1:** shows the proportion of population of this particular country in relation to the total world population as in 2002.
 - Map 2:** shows the proportion of a particular country's production of greenhouse gases (CO₂ equivalent in tonnes – other greenhouse gases are, in relation to their levels of contribution towards the warming of the planet, recounted as CO₂).
 - Map 3:** shows the proportion of people who are adherents to Judaism
 - Map 4:** shows the proportion of people of who have seen all films shown in that territory.
- Subsequently, the students work in groups with various maps. Divide the students into groups of four or five, hand out worksheets (*Attachment 2*) and Worldmapper maps to each group (*Attachment 3*) (6 maps would ideally be printed out in colour in A4 format).

Task 1

The task for the students is to match each map number with a legend and corresponding units. The time for this activity should be approx. 5–7 minutes.

- Together with the students do the evaluation of the activity. The correct solution is here:

MAP NUMBER:	THE MAP SHOWS:	UNITS:
10	The country's proportion of the total world wealth	USD
6	The country's proportion of adherents to Buddhist religion	number of people
5	The country's proportion of people who will have moved from the countryside to towns and cities between 2002 and 2015	number of people
9	The country's proportion of female smokers	number of people
7	Female illiteracy	number of people by which female illiteracy exceeds male illiteracy
12	The country's proportion of victims of earthquakes in 1975 - 2000	number of people
8	The country's proportion of all votes in the International Monetary Fund that were allocated to that territory	number of people, or importance of a particular vote
3	The country's proportion of female industrial workers	number of people
11	The country's proportion of people belonging to trade unions	number of people
4	The country's proportion of people living in absolute poverty	number of people
1	The country's proportion of total volume of imported clothing	USD
2	The country's proportion of total volume of exported clothing	USD

- When all the groups are done with the task, do the evaluation together. *Which maps were clear immediately? Which maps were, on the other hand, most frequently confused for one another? What was the most confusing thing to you? What caused such confusion?*

Clothes manufacturing

- Students then focus on the maps showing the volumes of clothes imports and exports (we recommend showing these two maps on a projector so that the students will be able to see them in a larger version), after which they fill into their worksheets the names of the 5 – 6 biggest clothes importers or exporters; the order of these is not important. Importers will be filled one after another in a line; exporters will be put into a table in Task 2.
- Ask students: *Why is the manufacturing part of the clothes industry concentrated in these countries?* Note their suggestions on a whiteboard.

Task 2

- In order for the students to find their answers, maps (*Attachment 3*) and another task given in their worksheets (*Attachment 2*) will help them. The objective is to find out what the countries with the largest export volumes have in common. To answer this question, students will use a table that they have in their worksheets. They can work individually or in groups. The instructions on how to fill in the tables are also included in their worksheets.

CLOTH EXPORTER (BY COUNTRY)	CHINA	ITALY	ETC.
The country's wealth	-	+	
Number of Buddhists	+	-	
Increase in population living in urban areas	+	-	
Female smokers	0	0	
Female illiteracy	+	-	
Victims of earthquakes	+	+	
Number of votes in IMF	-	+	
Female industrial workers	+	-	
Number of people in trade unions	+	0	
Number of people living in absolute poverty	+	-	

What should be obvious from the table: countries that export the most clothing (leaving aside Italy, we are speaking about China, India, Pakistan, Turkey, Taiwan, Bangladesh) also show high levels of poverty, low GDP, large increases in population living in urban areas, a large number of women working in industries, female illiteracy considerably exceed male illiteracy, with the exception of China (see Task 3: Complications) a relatively low number of workers are united in trade unions; also the number of votes in IMF is relatively low (as of 2006).

- Italy will appear as the exception. Almost none of the above mentioned characteristics common to large textile exporters apply to this country. You can explain it or you can raise questions such as: *Which country differs significantly from other countries that are in the table? How would you explain this phenomenon?* If the students are unable to explain the case of Italy on their own, help them by asking more questions: *What are the units in which the volume of export is measured (in dollars, not in pieces)? What makes Italy specific in the area of the garment industry? (What makes it specific is the presence of many renowned garment design brands that specialize in very expensive high-end fashion, which is not produced, however, on a massive scale). What does it mean when the maps show net import or export? How do you understand it?* (See the Infobox).
- Now it is time to talk about the above mentioned issues and the phenomenon in question, which is the transfer of clothes manufacturing to countries of the global South. Ask students to look at the table and to circle issues that have any connections with transfers of clothes manufacturing and to cross out all those that do not. Students should work in groups and should come to an agreement. If somebody does not agree with most students in their group, they note down both their views as well as the views of the group's majority.
- When all the groups are finished, go through the table. Ask about each phenomenon; the groups whose members think that the given issues have any connections with clothes manufacturing transfer will raise their hands. Let them explain the connections. If you have less time, let those groups speak out where there is a disagreement over whether the characteristics have any connections or not. If there is agreement in all the groups, ask them if, for example, the number of votes in the IMF or the population living in urban areas can have any impact on the transfer of clothes manufacturing.
- Go back to the list of suggestions written up on the whiteboard. *Is there anything that has not appeared in the table? Would you like to add anything to the list of features that these countries have in common?*
- The aim of this activity is not to arrive at a precise classification of related and unrelated issues. The objective is rather the discussion itself and raising awareness that these are complex issues that do not have simple explanations. Enter into the discussion only if it is becoming obvious throughout the discussion that the students are not aware of certain important facts (e. g. the number of people working in the clothing industry, the role of trade unions, demand for unqualified labour force on the part of textile factory owners, etc.). The infobox can be of help to you in this.

Task 3: Complications

- Point out to the students that now you are going to focus on the potential risk of misinterpretation of maps. Ask questions:
 - *Based on the maps, can we say that an American person spends more on clothes than a person in any other country?*
 - *Based on the maps, can we say that no clothes are imported to Mexico?*
 - *Based on the maps, can we say that workers in China have the best working conditions?*
 - *Based on the maps, can we say in which countries people produce the most greenhouse gases?*

- The questions are listed in the worksheets (*Attachment 2*). Hand out (*Attachment 4*) to each group where the students will find material that will help them answer the questions.
- The students will have 3 minutes to do so. Afterwards, do the evaluation together. *Do your findings match your prior estimates? If not, why? What haven't we taken into consideration?*
- If you have time, a short discussion can follow: *Can you think of any other possible distortions that we can get while reading these maps? What information are we not able to get out of a certain map? How different /in what units would a given map have to be so that it could provide us with that information? Where is the main use of these maps? What and who can they be useful for? Can you think of their possible misuse? See the **Infobox 1**.*
- Hand out colour stickers to students and ask them to think about: *What do we have to take into consideration while reading and interpreting anamorphic maps?* Each student should come up with at least one. Stick them on one place and go through all advices. If nobody has mentioned add: the difference between the share or per capita data, the difference between the land area map or the population map as the reference for reading other maps, the danger of oversimplifying (What are the working conditions in a given real factory), how old the visualised data are etc.

Recommendation

- You can leave out the topic of the clothing industry (tasks 2–3) and focus only on the objective of getting the students familiarized with anamorphic maps.
- Encourage the students to go through the Worldmapper database so that next lesson they can show their classmates maps that they have found most surprising.

Infobox 1

Anamorphic maps

Anamorphic maps are created through a process called cartographic anamorphosis, which means a rescaling of the geometric base of a map and its content in such a way so that the thematic content becomes more distinct. There are several types of anamorphosis (e. g. radial anamorphosis which deforms a map around a central point; general; area-related). In our case the rescaling was done based on a geographical unit other than area size – generally not radially deformed maps. These types of maps retain their locality and objects are mutually interconnected.

Their other advantage is the fact that they are user-attractive because they employ non-conventional means of communicating information and thus enable the user working with them to realize significant details which, while using traditional maps, might go unnoticed. On the other hand, it is necessary to bear in mind that anamorphic maps also simplify reality, which is much more complex than how it tends to be described.

Students compare the maps with a land area map for better orientations. However, the more true reference map for worldmapper is the population cartogram. Almost all worldmapper topics refer one way or another to the world's population, and thus show the real shape of the countries in terms of humanity. Maps of death, disease, poverty, but also wealth or sports, would all look like the population map if the world was an equal and fair planet. The population is the reference to the number of people being born, living and dying, and each map that uses some sort of human-related topic and that looks different than the world population map shows an imbalance and shows that there must be something wrong about this.

www.worldmapper.org is a unique internet map database that was created in the framework of a project carried out by SASI Group (University of Sheffield) and Mark Newman (University of Michigan). The database stores dozens of thematic anamorphic maps that were created on the basis of all kinds of geographical features (demographic, economic, social, environmental, linguistic and others). The country size in anamorphic maps focusing on a particular phenomenon is relative in proportion to the country's standing in the world regarding that particular issue. That means, for example, that if one sixth of the world population lives in China, in an anamorphic map China will have a population size equalling one sixth of the total coloured area. A special group of maps are those where a couple of maps show, in absolute numbers, export and import figures of a certain commodity (in our case it is clothes). The maps show, however, only the size of countries based on net imports or exports; that means only such countries whose imports exceed exports or vice versa will be shown, which can lead to, for instance, underestimating the significance of countries where both these characteristics are high.

Sources:

Čerba, Otakar (2006): *Anamorfované mapy*. Speech, Západočeská univerzita. [online] Available at: http://gis.zcu.cz/studium/tka/Slides/anamorfovane_mapy.pdf. (quoted September 9, 2011).
www.worldmapper.org
www.viewsoftheworld.net – here you can find more updated and new maps.
 Views of the world One world (2010), many faces: A brief look at map projections. [online] Available at: <http://www.viewsoftheworld.net/?p=752>
<http://www.worldpopulationatlas.org> – gridded population maps

Infobox 2**Textile industry**

The textile industry has a long tradition in developed countries. However, since the 1970's we have seen vast transfers of clothes manufacturing to countries where the labour force is cheap. European states and the USA wanted to protect their markets for a long time, which led to them imposing high duties and quotas on imported clothes. In 1974 the MFA agreement (Multi Fibre Agreement) on textiles and garments was signed. Its aim was to achieve a gradual opening of closed markets in such a way that the market would not be affected. In reality, the intention was for all clothing imported from developing countries to the USA and Europe to fit within set quotas. In 1995, however, another measure was introduced. It was the Agreement of Textiles and Clothing (ATC) under the jurisdiction of the World Trade Organization. This agreement was in effect for 10 years during which the trade laws were gradually relaxed. The year when the agreement was completed (2005) was also the year when the textile market was relaxed completely, which led to a decrease in textile manufacturing in developed countries and a further boom of garment production in developing countries, mainly in Asia. It is specifically countries in South-East and South Asia that can offer a very cheap workforce with high morale. On the other hand, it is to be expected that small countries completely dependant on the textile industry will not be able to compete with China or India, for example.

The whole manufacturing process can be divided into many simple independent tasks. Although some of them are nowadays performed by machines, most of them require precise hand work.

The textile and garment industry is known for a system of sub-deliveries, in which a garment company sends orders to various sub-suppliers and those then carry out very specific tasks (e.g. sewing parts of clothes together, inserting zippers, colouring, etc.). Companies naturally try to reduce their costs to the very minimum and look out for the cheapest sub-suppliers, to whom they then pass the responsibility and risks of such manufacturing. The garment companies then rid themselves of ethical responsibility for working conditions and can solely focus on design, advertising and marketing.

This means that production is often shifted to places with the cheapest labour costs. On the other hand, the workers are not required to have any qualifications. The most frequent employees of these garment factories (or sweatshops) are young women who in most cases have no other choice than to accept this work. Their wages are very low, often below the survival threshold, working hours are 12 – 14 hours daily, forced overtime are is exception. Hygienic conditions in the workplace are alarming; women are often sexually abused and humiliated. Activities of trade unions are suppressed or outlawed outright.

Sources:

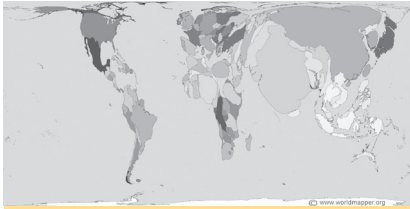
Hildegunn Kyvik Nordås (2004): *Discussion Paper No 5: The Global Textile and Clothing Industry post the Agreement on Textile and Clothing*. [online] Available at: http://www.wto.org/english/res_e/booksp_e/discussion_papers5_e.pdf (quoted Sept. 9, 2011).
 Kulhánková Tereza, Ruferová Zuzana (2009): *Clothes Make the Man...And who makes the clothes? Cotton and working conditions in the garment industry*. Manual from The World in the Shopping Cart series. Brno: NaZemi – společnost pro fair trade

Further information:

Špačková, Šárka (2005): *Důsledky globalizace oděvního průmyslu pro rozvojové země a iniciativy za jejich zmírnění*. Diploma thesis. [online] Available a: www.nazemi.cz (quoted Sept. 17, 20110).
 Banerjee, A. V. – Duflo, E.: *Poor economies: a radical rethinking of the way to fight glob poverty*. Available at <http://pooreconomics.com>

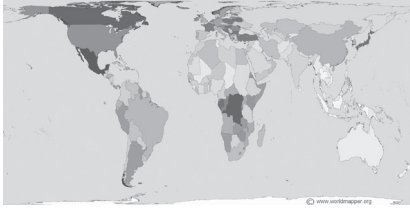
Attachment 1 – preview

1.

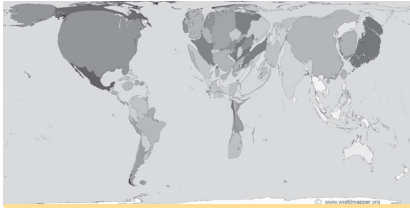


The size of each territory shows the relative proportion of the world's population living there.

mapa dle rozlohy

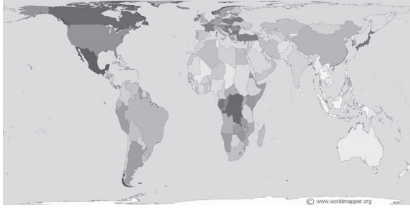


2.

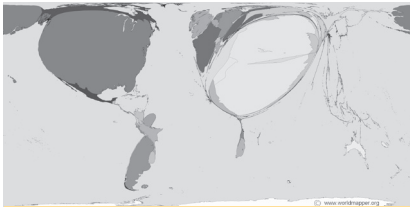


The territory's proportion of production of greenhouse gases (CO₂ equivalent in tonnes – other greenhouse gases are, in relation to their level of contribution towards the warming of the planet, recounted as CO₂).

mapa dle rozlohy

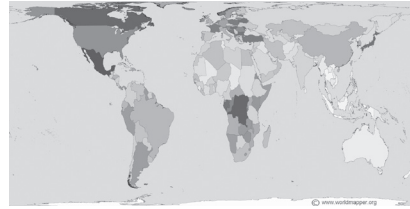


3.

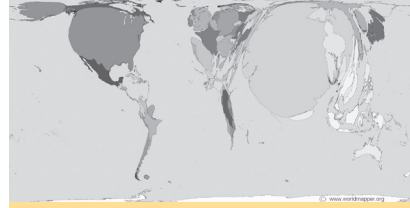


Territory size shows the proportion of the world's adherents to Judaism living there.

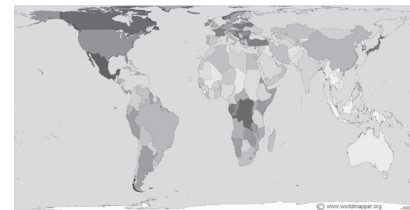
Source: SASI Group (University of Sheffield) a Mark Newman (University of Michigan)



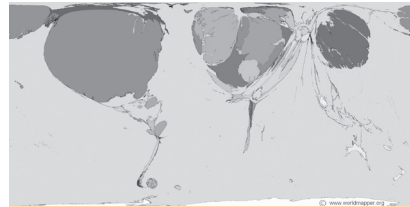
4.



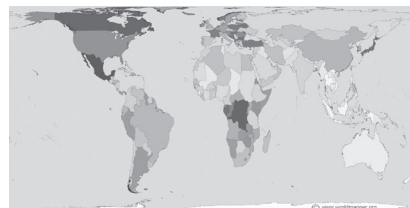
Territory size shows the proportion of all people seeing films in cinemas that viewed them there.



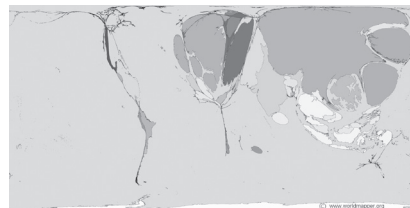
I.



Net garment import



II.



Net garment export



Attachment 2

Task 1:

What do the maps show? Match the map legends with map numbers and corresponding units:

MAP NUMBER:	THE MAP SHOWS:	UNITS:
	The country's proportion of total world wealth	
	The country's proportion of adherents to Buddhism	
	The country's proportion of people who will have moved from the countryside to towns and cities between 2002 and 2015	
	The country's proportion of female smokers	
	Female illiteracy	
	The country's proportion of victims of earthquakes in between 1975 and 2000	
	The country's proportion of all votes in the International Monetary Fund that were allocated to that territory.	
	The country's proportion of female industrial workers	
	The country's proportion of people belonging to trade unions	
	The country's proportion of people living in absolute poverty	
	The country's proportion of total volume of imported clothes	
	The country's proportion of total volume of exported clothes	

Units: US dollar (2×), the number of votes or importance of one vote, the number of people (7×), the number of women indicating the difference by which female illiteracy exceeds male illiteracy

Which countries import the most clothing?

Write down 5 – 6 countries:

.....

.....

.....

Which countries export the most clothing? Select 5 -6 countries and note down them in the table in Task 2.

Task 2

Why is clothing manufactured precisely in these countries? To answer this question you can get help by filling in the following table (6 lines)

Mark + if you understand from the maps that this phenomenon is significant; mark -, if you think that the country's participation in this phenomenon is low; and mark 0 if you think that the country's standing in this matter is world average. (Watch out! Countries with low participation in this phenomenon might not even show, which means that an average looking territory in a particular map can actually mean an above-average figure in proportion to the world occurrence.

EXPORTER OF CLOTHING (COUNTRY)									
Proportion of wealth									
Number of Buddhist									
Increase in population living in urban areas									
Female smokers									
Female illiteracy									
Victims of earthquakes									
Proportion of votes in IMF									
Female industrial workers									
People in trade unions									
The number of people living in absolute poverty									

Task 3:

Answer the following questions with yes/no and give reasons.

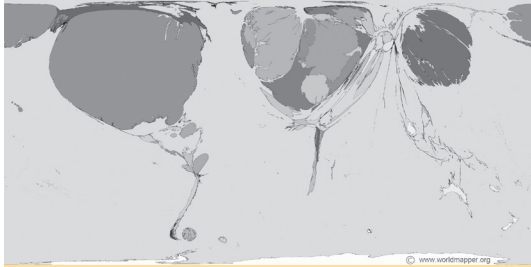
- Based on the maps, can we say that a US citizen spends more on clothes than a citizen of any other country?
- Based on the maps, can we say that no clothing is imported to Mexico?
- Based on the maps, can we say that workers in China have the best working conditions?
- Based on the maps, can we say in which countries do the people produce most greenhouse gases?

To conclude:

Think about the advantages and disadvantages of anamorphic maps.

Attachment 3 – preview

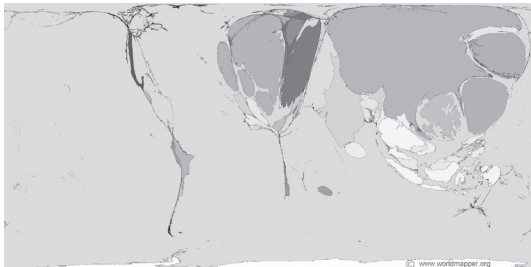
1.



Net import of clothing

It shows import minus export of clothing in USD in 2002.

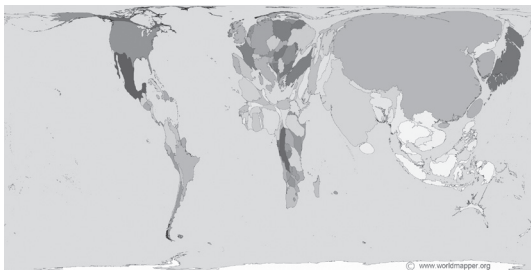
2.



Net export of clothing

It shows export minus import of clothing in US dollars in 2002.

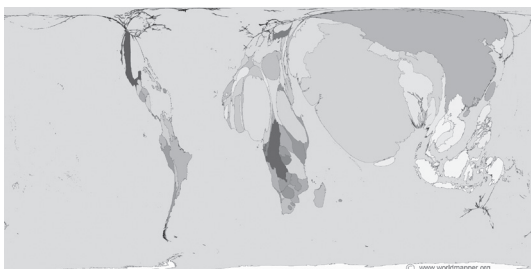
3.



The number of female industrial workers

It shows the number of female industrial workers in 2002.

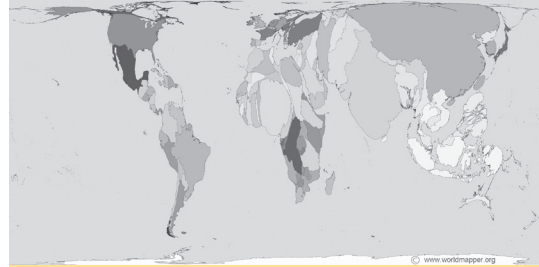
4.



The number of people living on less than 2 USD daily

It shows the number of people living on 2 USD or less daily from 1990 – 2002.

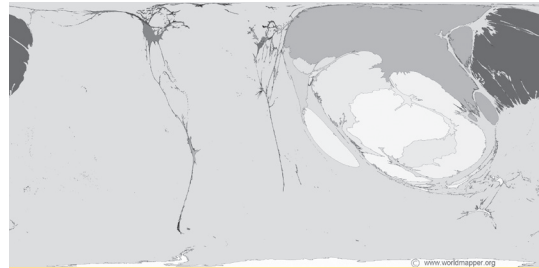
5.



Increase in population in urban areas

It shows the number of people who will have moved into towns and cities in 2002 – 2015.

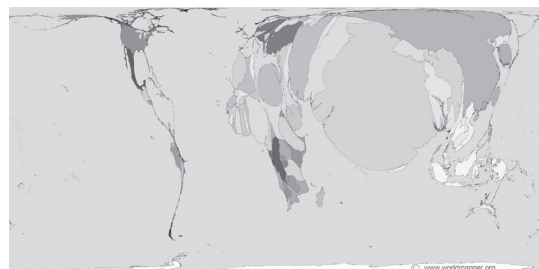
6.



The number of adherents to some variants of Buddhism

The territory shows the proportion of the total number of adherents to Buddhism living there.

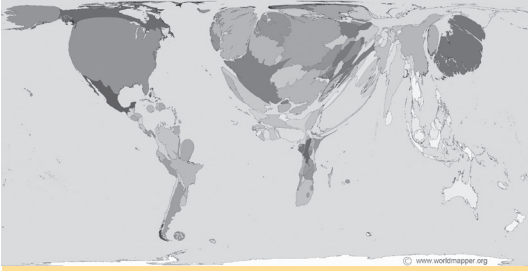
7.



Female illiteracy

The countries that are shown are only those where female illiteracy exceeds male illiteracy.

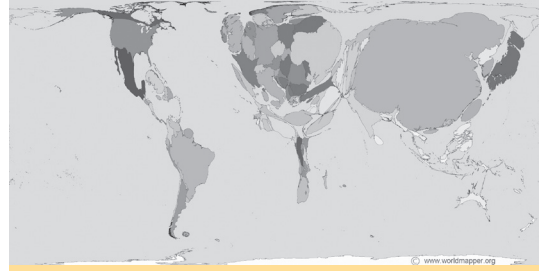
8.



Map 8: The number of votes in International Monetary Fund (IMF)

The territory corresponds to all votes in the International Monetary Fund that were allocated to that territory in 2006.

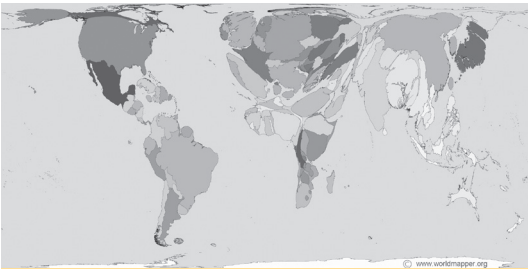
11.



People in trade unions

The map shows the proportion of people pertaining to trade unions in a given territory.

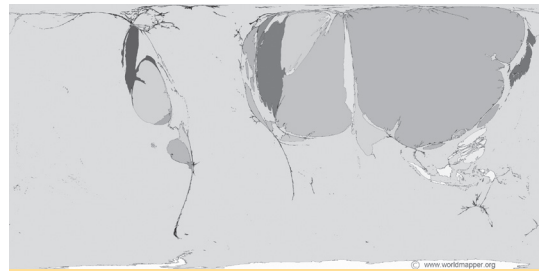
9.



Female smokers

The territory shows the proportion relative to the total number of female smokers.

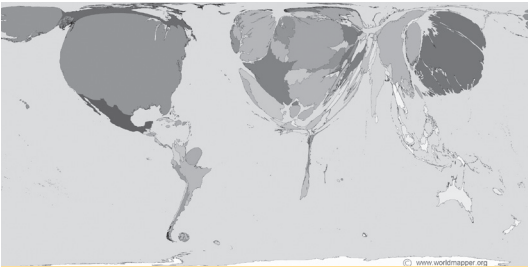
12.



Victims of earthquakes

The map shows the proportion of victims of earthquakes in a given territory from 1975 – 2000.

10.



GDP in proportion to purchasing-power-parity in 2002

Attachment 4

The table shows levels of gross import and export of clothing

STATE	MALAYSIA	MEXICO	MOROCCO
Export of clothing in 1990	1315	578	722
Export of clothing in 2000	2257	8631	2401
Import of clothing in 1990	76	573	8
Import of clothing in 2000	148	3602	232

The figures are in USD millions. Source: WTO

The freedom of assembly and the right to collective bargaining

In theory the Chinese constitution guarantees to all Chinese citizens the right to exercise freedom of association, assembly and demonstrations. In China, officially, unions can be grouped only in one association called the All-China Federation of Trade Unions (ACFTU). Starting any other independent union is impeded. Most workers are not aware of their rights and management in factories tends to ban any founding of trade unions. "Even though we wanted to go on strike, we were not able to. Most of the workers here are older people. They are afraid that they would be fired and they would not be able to find any other work", says a worker in the Xin Wei Toy Factory in Dongguan.

"Do you really believe in trade unions? Nobody here believes in them. When the employees have problems, nobody does anything about them. The ministry of labour does not care. For what are trade unions? In some places the factory management and a trade union are interconnected. Unions that you read and hear about in the news are a sham", says a worker in the Dawei Chengji Factory in Dongguan.

Sources:

1 China Labor Watch (2007): *Investigations on Toy Suppliers in China; Workers are still suffering*. [online] Available at: <http://www.chinalaborwatch.org/EightToy%20820071%20Final%20edit1.pdf> (quoted March 12, 2009).

2 National Labour Committee: *Disney Holiday Toys. Made under Abusive and Illegal Sweatshop Conditions in China at the Dawei Chengji Factory*. [online] Available at: www.nlcnet.org/article.php?id=610#Dawei (quoted Nov. 14, 2009).

Leung, Perry – Chan, Debby (2009): *Víte, s čím si hrajete? Pracovní podmínky při výrobě hraček*. Brno: Společnost pro Fair Trade

Table of countries based on net import of clothing per inhabitant

ORDER	COUNTRY	AMOUNT (USD)	ORDER	COUNTRY	AMOUNT (USD)
1	Niue	3102	113	Paraguay	1,35
2	Andorra	2071	114	Tanzania	1,22
3	United Arab Emirates	532	115	Azerbaijan	1,17
4	Switzerland	435	116	Burundi	0,98
5	Norway	410	117	Nigeria	0,87
6	Iceland	365	118	Zambia	0,68
7	Greenland	359	119	Liberia	0,6
8	Cyprus	346	120	Comoros	0,59
9	Ireland	318	121	Islamic Republic of Iran	0,56
10	UK	279	122	Mozambique	0.41

Source: UNCTAD, quoted as in database Worldmapper.



GOOD NEWS?

Goals: Students will imagine the situations of various people influenced by the relocation of textile production (or people who are part of the production chain). Students will generalize as to why people might see the same thing in different ways. Students will describe their own feelings in a situation when they did not share the same opinions as others. They might also suggest how they would solve the situation now.

Curriculum links: Geography, Economics, Social Studies

Age: 14+

Time: 45 minutes

Materials: one sheet of paper per person (to trace the student's hand)
one worksheet per pair of students (*Attachment 1*)

Procedure

- Start with the introduction of the lesson topic: Good news. Ask students what is their first association of ideas: *What does good news mean for you?* You can start with your own example (e. g. a *pay rise, because...*; *new elections, because...* etc.). Leave space for only a few examples and then proceed to the next activity, in which each student will be given an opportunity to answer the same question.
- Now ask each student to trace his / her hand on the paper (with fingers apart, so that they can write between them later on). Then write on the blackboard:
Good news:
 - for me
 - for our school
 - for the village/town I live in
 - for the region/country I live in
 - for the worldEach finger represents one of the items; 5 minutes should be enough to fill in the fingers with the answers to the following question: *What would be, in your opinion, good news for you personally? Why? What would be good news for our school? Why? What do you think would be good news for the village/town you live in? Why? Etc.* Students should work individually and state the explanation for their answers. If they come up with any other good news, they can fill it in on the palm of their hand.
- After completing the task, have two or three students share their ideas with the whole class. Then ask the following questions:
 - *Did you have similar or different ideas? Why do you think like that?*
 - *Have you heard of a change which you personally do not find good? If yes, how did you feel about it? (If students express any negative feelings, you can ask: *What would make you feel better?*)*
- Introduce a new task: *Let us look at an example of a change that is a piece of good news for some people on one hand but is a piece of bad news for someone else on the other. Each pair will get a worksheet. In its centre, there is a description of a situation. The situation is real and common in the world today. The aim is to understand the situation and imagine how each character or item would deal with the change: What would they say about the change? And, in your opinion, what would they feel? Choose 3 people from the worksheet and fill in their „feel“ and „say“ bubbles. And, besides these, don't forget to fill the bubble „you“.* Give students 5 minutes to complete the task.
- Then go through each character together and always ask two pairs to read their comments aloud to the class. If something is unclear, give students time for questions. The aim is not to come up with one conclusion, but to hear as many opinions and ideas as possible.

- This part should be concluded with the following question: *Some people think the change is a piece of good news, but some think it is not. Why do you think so? What is the conclusion?*
- Now get back to the beginning: *Let us look at the pictures of your hands with good news again. What might be some other points of view of your good news? Who might have a different opinion as to what is good for you, your school, and your town? Why? Choose one finger and fill in your answers. To make it easy to remember write on the blackboard: A different point of view: Who? What would he/she say? Why?* Students might work individually or in pairs. Set time limit of 2 minutes.
- The closing discussion:
 - *What do you usually do in situations when people do not share your opinion? For example in a situation where you think something is good, but others think it is wrong or vice versa? (In class, in your family; about education, about the world...etc.)* Write students' answers on the board or on the poster.
 - *How do you feel in situations like that? What do you say?*
 - *Have you come across such a situation? What did you do? Would you change your behavior now? How?*
- The aim of the closing discussion is to focus students' attention on themselves, on their own feelings and behavior in situations which might be considered conflicting. Confrontation with different opinions might result in negative feelings caused either by rejection, denying the legitimacy of the opponent's point of view or the loss of one's own opinion. In the main activity of the lesson, the students have put themselves in the place of various people and thus have had the opportunity to experience how the particular situation, place and time influence their feelings and opinions. If appropriate, discuss this part of the lesson again and remind the students of the importance of dialogue and questioning in the process of understanding the thoughts, feelings, and actions of others.
- If you do not have enough time for the last part of the lesson, let the students write an essay on some of the questions as homework.

Recommendations

- The question to be discussed in an essay in one of the following lessons: *If we agree that everyone has his/her own legitimate point of view on a particular thing, do we have a right to try to change things we do not approve of?*

a COOLFASHION (JSC) shareholder

a shop assistant in Prague

an unemployed girl from country B and her mother

Due to economic reasons, COOL FASHION JSC has decided to relocate production from country Alpha to country Beta.

What do they say? What do they feel?

a human rights activist

a COOLFASHION (JSC) Marketing manager

an employee of a local ecological organization (in country B)

a displaced employee from country A

me



GUESS THE COUNTRY

INSPIRED BY AN ACTIVITY OF THE BRITISH ORGANIZATION
RISC – READING INTERNATIONAL SOLIDARITY CENTRE

Goals:	Students become aware of how the selection of information shapes their perception of different countries. Students come to understand the impact of stereotypical ideas on our relationship to other countries or people.
Curriculum links:	Social Studies, Geography
Age:	14+
Time:	45 minutes
Number of students:	5–25
Materials:	map of the world (Peters map – if possible) or standard and Peters maps flipchart or a large sheet of paper marker pens fact sheets (<i>Attachment 1</i>) additional information for teachers (Infobox) colourful self-adhesive stickers (“post-it”) outline of a map of India on an A4 sheet, outline of a map of the USA on A4 (<i>Attachment 2</i>)

Procedure

- Ask a few students to intuitively say which country is the most attractive and desirable to them and why. Which country would they like to visit and why? Write the answers of the group into two columns – favourite countries + reason, unpopular countries + reason. You will come back to this information at the end of the lesson.
- Give students the fact sheets (*Attachment 1*) so that each has at least one (depending on the number of students).
- Tell the students that each fact sheet card represents a true fact about a specific country. Ask them to think about which country is being described by it and the reasons for their opinion. They have 5 minutes to share their facts with their classmates and to agree on a possible correct answer. They can freely walk around the classroom and discuss their facts.
- Then announce that to facilitate the tasks you will reveal that all of the facts relate only to two countries – the United States and India. Their task now consists in individually guessing which country is meant with the respective statement and attaching the card to the country on the map.
- Place the two outline maps of the USA and India into two corners of the classroom (*Attachment 2*). Ask the students to go and stand next to one map or the other according to the country to which the statement that they hold belongs. Then each student reads the fact out loud and formulates a sentence as if it was his/her own country. (E.g. *My country – India – has the biggest film production...*) Others can contribute with their opinions and try to redirect the student if they think that he/she has guessed the country incorrectly. However this is no time for long discussions. It is important that all students listen carefully to all facts that are being read out loud.
- When all students are standing at one of the two maps based on their opinion of the statement’s relation to one of the two countries, ask two or three representatives of each country about their feelings while listening to the information from the fact sheets. *Are you proud of your country? What feelings do you have standing there?*
- Subsequently go through one fact after another, read it out loud and say the correct answer. You can also provide the students with additional information (that you can find in the *Infobox*).

- Ponder, together with the students, the following questions:
 - *What struck you? What surprised you?*
 - *What did you base your guess of the correct answer on? Can we find some common tendency on which you were assessing these two countries?*
 - *How is our perception of a country formed? E.g. of India or the United States?*
 - *According to which criteria were the facts for the individual countries selected? All of the facts are true, but intentionally facts were chosen that are not commonly discussed and which are therefore surprising. By this we point to facts that are not frequently presented in the media.*
 - *Which criteria are used in the public domain to inform about the specific countries? Why is it so? Why are we, in the case of some countries, informed only selectively?*
 - *Can you think of a similar example of selective information to which we are exposed and that impacts our perspective?*
- *What influence can the perception of the world have on its depiction?* At this point go back to the differences between the two representations of the world. Focus particularly on the discrepancies between the sizes of the countries and the location of the North and South.
- Now go back to the initial part of the activity and to the countries that were marked by the students as favourite or unpopular. *Which countries did we mark as rather attractive at the beginning and which as unattractive? What did we base this decision on? From where did we draw our reasons, impressions and information? How many of those arguments were based on direct personal experience? Were there also diverging opinions on a concrete country? What could be attractive about countries that we have initially placed in the “unattractive” column? What is the similarity between our perception of other countries and other people?*

Recommendations

Problem tree

- A suitable follow-up activity is a “problem tree.” Students analyse the influence of stereotypes about countries on our attitudes toward global issues.
- Tell the students that now they are going to analyse the reasons and consequences of stereotypical ideas of countries by way of a technique referred to as a “problem tree.” Draw a big tree on the blackboard and write the problem into the tree trunk: Stereotypes about countries. The tree roots stand for the reasons and causes of the issue, the branches are its consequences and impacts (either positive or negative) and the fruit represents the possible solutions to its reasons and causes.
- You can stimulate their work by the following questions:
 - *How, in your view, has history shaped our current perspective?*
 - *What could be the consequences of our stereotypical views on a specific country for its economy?*
 - *How does an image of a country shape our relation to the people who are arriving from it?*
 - *How does a perception of a country shape its inhabitants?*
 - *How can these perceptions affect the form of development cooperation? And so on.*

Homework

You can assign the students a project as homework – find a positive and surprising fact about a country that they consider the least attractive and one surprising fact about a country that they had marked as their favourite from the very start. In the next lesson, the group can try to guess which country it is.

Infobox

1. INDIA

With over 60 million customers, the cable TV market in this country is one of the largest in the world.

BBC (2011): „India profile“. *BBC News South Asia*. [online] Available from: http://news.bbc.co.uk/1/hi/world/south_asia/country_profiles/1154019.stm (cit. 16. 9. 2011).

2. INDIA

Film production of this country is the largest in the world. Annually, over 850 films are produced here.

The Indian film industry is the largest in the world in terms of the number of films produced and cinema tickets sold.

www.filmcollection2006.com

http://en.wikipedia.org/wiki/Film_industry#India

3. INDIA

This country is the largest producer of milk in the world.

In 1998, India surpassed the United States and became the world's number one in the production of milk when its production exceeded 78 million tons.

http://www.indiadairy.com/ind_world_number_one_milk_producer.html (cit. 16. 9. 2011)

4. INDIA

This country is the largest democracy in the world and the second most populous country.

The most populous country is China. USA ranks third.

BBC (2011): „India profile“. *BBC News South Asia*. [online] Available from http://news.bbc.co.uk/1/hi/world/south_asia/country_profiles/1154019.stm (cit. 16. 9. 2011).

5. INDIA

In 2006, tourists from this country spent GBP 139 million in London and thus they surpassed even Japanese tourists.

With circa 500,000 people, Indians constitute the largest ethnic minority in London. Many of their family members or other Indian tourists come to this city every year.

The Economic Times (2007): "Indian tourists spend more than Japanese." [online] Available from: <http://www.hindustantimes.com/Indian-tourists-spend-more-than-Japanese/Article1-220973.aspx> (cit. 16. 9. 2011).

6. INDIA

This country has the highest number of post offices in the world.

In India there are 154,919 post offices while the United States has only 38,123 of them although the surface area of the USA is double that of India.

www.mapsofworld.com/world-top-ten/countries-with-most-post-office.html (cit. 16. 9. 2011)

7. INDIA

Over 80 Wikipedia websites are devoted to the space programme of this country.

http://en.wikipedia.org/wiki/Category:Indian_space_program (cit. 16. 9. 2011)

8. INDIA

This country has the largest rail network in the world. The railway company of this country is the biggest employer world-wide.

Indian railways have over 64,215 kilometres of railway tracks and 7,083 stations. This country has the fourth largest railway network after the United States, Russia and China. India's rail network criss-crosses the subcontinent and transports over 25 million passengers and 2.5 million tons of cargo every day. This company is one of the largest commercial employers world-wide with more than 1.6 million employees. When we multiply the number of passengers by the number of kilometres travelled then this country has the largest railway network in the world.

http://en.wikipedia.org/wiki/Indian_Railways (cit. 16. 9. 2011)

9. INDIA

The economy of this country is the fifth fastest-growing economy in the world.

While India was marked by a GDP growth of 9.7 %, the GDP of the United States grew only by 2.9 %.

The World Bank: *The world development indicators (2010)*. [online] Available from: <http://data.worldbank.org>. (cit. 17. 9. 2011).

10. INDIA

This country has 20 operating nuclear reactors and another 3 are under construction.

Nuclear Power Corporation of India Limited. [online] Available from: www.npcil.nic.in (cit. 17. 9. 2011).

11. USA

In 2006, one out of every 136 inhabitants of this country was in prison, while 62 % of these inmates were not charged with any crime.

Sogling, Paul (2006): *Waxing America*. [online] Available from: www.waxingamerica.com/2006/05/the_growing_pri.html (cit. 16. 9. 2011)

12. USA

This country is one of only two UN member countries which have not ratified the UN Convention on the Rights of the Child. The second country is Somalia.

The UN General Assembly adopted the Convention on the Rights of the Child and opened it for ratification on November 20, 1989 (30th anniversary of the Declaration of the Rights of the Child). It entered into effect on September 2, 1990 following its ratification by a required number of nations. By November 2009, it had been ratified by 194 countries – all UN member countries except Somalia and the USA.

Ratification is a binding confirmation of the validity of an especially important document, typically an international agreement that has been negotiated by a delegate at-large. Although the USA signed the Convention in 1995, they did not ratify it, which means that it is not effective and thus it is not binding.

http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_the_Child (cit. 16. 9. 2011)

13. USA

Before an Amendment was passed on March 1 2005, this country was the only one in the world which allowed execution of children under 18 years of age.

The Supreme Court of the United States abolished capital punishment for offenders under the age of 16 in 1988 and for offenders under 18 in 2005. Moreover, only in 2002 did the Supreme Court order that executing insane persons is unconstitutional.

With 46 people executed in 2010, the United States of America ranked fifth in the number of executions after China, Iran, North Korea and Yemen.

http://en.wikipedia.org/wiki/Capital_punishment (cit. 16. 9. 2011)

14. USA

Cuba is one of 45 countries that have lower infant mortality than this country.

According to 2009 data.

http://en.wikipedia.org/wiki/List_of_countries_by_infant_mortality_rate (cit. 16. 9. 2011)

15. USA

This country is one of few that have not ratified the UN Convention on the Elimination of All Forms of Discrimination against Women.

The Convention on the Elimination of All Forms of Discrimination against Women, a groundbreaking international agreement which protects the rights of women, was ratified by 186 of 192 UN member countries. The USA remains the only developed democratic country that has not yet ratified this Convention and is among countries such as Somalia or Sudan where the suppression of women's rights is not unusual.

UN Association of USA, <http://www.unausa.org/Page.aspx?pid=1921> (cit. 16. 9. 2011)

16. USA

Over 21 % of inhabitants of this country of productive age do not have any health insurance.

In 2009, 46.3 million adult Americans did not have any form of life insurance.

Reinberg, Steven (2010): „Number of uninsured jumped by nearly 3 million in 2009“. *USA Today*. [online] Available from: http://www.usatoday.com/news/health/2010-06-20-uninsured-reform_N.htm (cit. 16. 9. 2011).

17. USA

Between 5 and 10 % of people sentenced to death in this country were diagnosed with a serious mental disorder.

Death Penalty Focus, <http://www.deathpenalty.org/article.php?id=53> (cit. 15. 9. 2011)

18. USA

This country ranks 37th in the relative indebtedness of governments.

The national debt (of the budget) of the USA as of September 9, 2011 reached 14.71 trillion dollars which corresponds to 98 % of their GDP. The first is Japan with over 225 %. Other countries on the list of biggest debtors are e.g. Lebanon, Jamaica, Greece, Italy, Belgium, Singapore and Ireland. India ranks 45th.

http://en.wikipedia.org/wiki/United_States_public_debt (cit. 15. 9. 2011)

http://en.wikipedia.org/wiki/United_States_public_debt (cit. 15. 9. 2011)

19. USA

1 in every 300 people in this country is infected by HIV with over half a million people dead as a result of AIDS so far.

The American Centre for Disease Control and Prevention estimates that by the end of 2008, there were 682,668 people diagnosed with HIV living in the 40 states and 5 territories of the USA. However the total number of people living with this diagnosis in the USA is assessed to be over one million.

India is among the largest and most populous countries in the world with over one billion inhabitants. Out of this number, approximately 2.4 million people were diagnosed with HIV. If we consider the total population of India, the percentage of people infected by HIV in India is much lower than in the USA.

<http://www.avert.org/usa-statistics.htm> (cit. 15. 9. 2011)

<http://www.avert.org/aidsindia.htm> (cit. 15. 9. 2011)

20. USA

In this country many states allow corporal punishment of students. The disobedient students are beaten with a wooden implement on their backsides.

Based on the estimates of the Federal Institute of Education for 2006/2007, ca. 223,000 corporal punishment acts were carried out in American schools. In India, corporal punishment in schools is strictly forbidden.

World Corporal Punishment Research, www.corpun.com/counuss.htm (cit. 15. 9. 2011)

Attachment 1



1. With over 60 million customers, the cable TV market in this country is one of the largest in the world.

2. Film production of this country is the largest in the world. Annually, over 850 films are produced here.

3. This country is the largest producer of milk the world over.

4. This country is the largest democracy in the world and the second most populous country.

5. In 2006, tourists from this country spent GBP 139 million in London, by which they surpassed even Japanese tourists.

6. This country has the highest number of post offices in the world.

7. Over 80 Wikipedia websites are devoted to the space programme of this country.

8. This country has the largest rail network in the world. The railway company of this country is the biggest employer world over.

9. The economy of this country is the fifth fastest-growing economy in the world.

10. This country has 20 operating nuclear reactors and other 3 are under construction.

11. In 2006, one out of every 136 inhabitants of this country was in prison, while 62 % of these inmates were not charged with any crime

12. This country is one of only two UN member countries which have not ratified the UN Convention on the Rights of the Child. The second country is Somalia.

13. Until an amendment to the law from March 1, 2005, this country was the only one in the world which allowed execution of children under 18 years of age.

14. Cuba is one of 45 countries that have lower infant mortality than this country.

15. This country is one of the few that have not ratified the UN Convention on the Elimination of All Forms of Discrimination against Women.

16. Over 21 % of inhabitants of this country in their productive age do not have any health insurance.

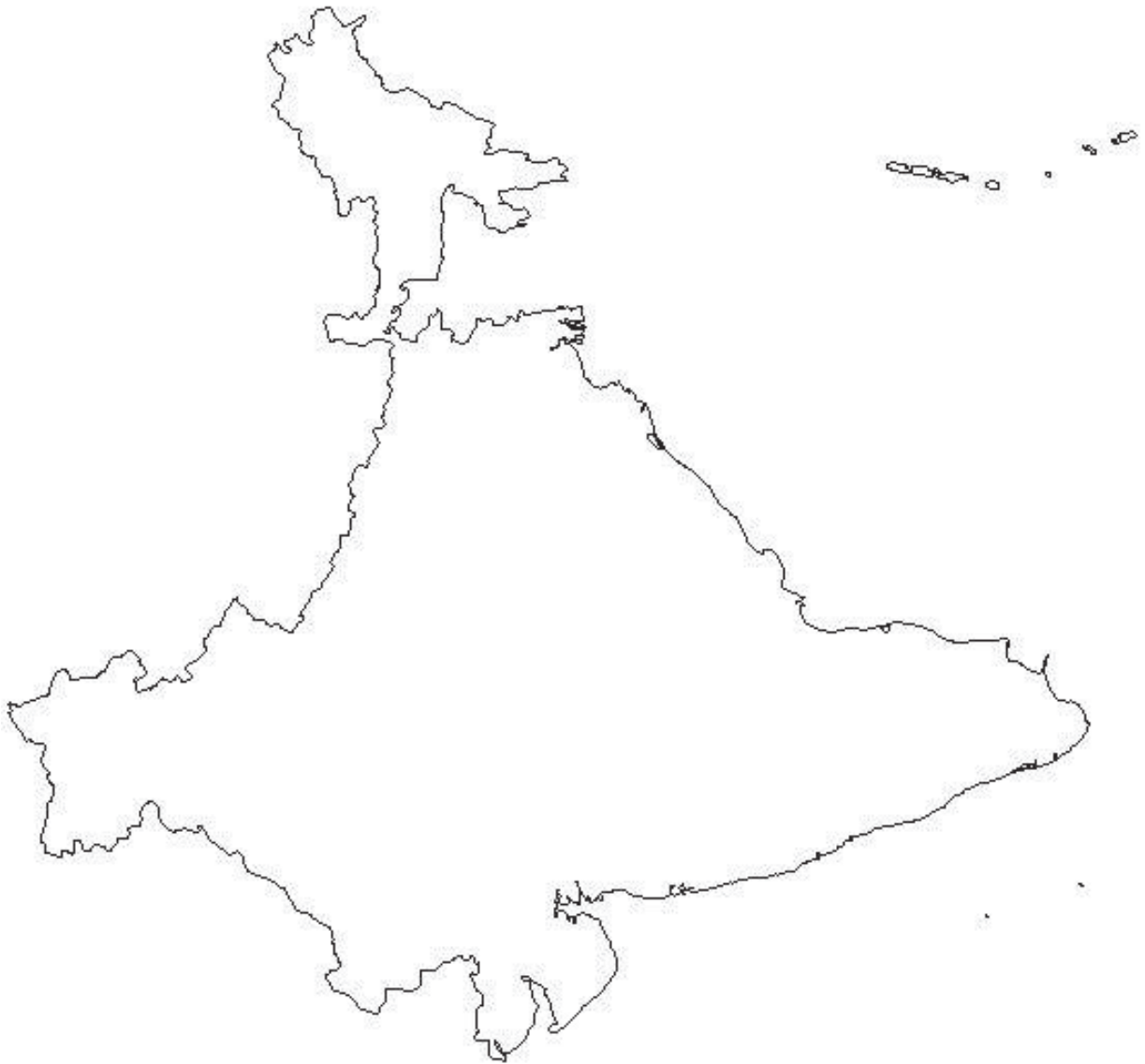
17. Between 5 and 10 % of people sentenced to death in this country were diagnosed with a serious mental disorder.

18. This country ranks 37th in the relative indebtedness of governments.

19. 1 in every 300 people in this country is infected by HIV with over half a million people dead as a result of AIDS so far.

20. In this country many states allow corporal punishment of students. The disobedient students are beaten by a wooden tool on their back parts.

Attachment 2







THE WORLD AS A CHESS GAME

Goals: Students analyse the historical context of colonialism and its influence on the division of “developed” and “developing” countries
Students name what can affect power relations between countries and people on the example of the relations between colonized and colonizing countries.
Students identify what impact colonialism had on today’s world.
Students indicate what could affect their own perception of poor countries and people.
OPTIONALLY: Students identify the positive and negative effects of colonialism.

Curriculum links: History, Geography

Age: 14+

Number of players: 10–28

Time: 45–90 minutes

Note: Please note, that in order to make or participate in this activity, it is not necessary to know or understand the rules of chess

Materials: printouts of brief fact-sheets (*Attachment 1 and 2*)
2 containers
pictures or names of chess pieces on post-it notes of 2 different colours

Preparation: Print and cut the brief statement slips before the lesson (*Attachment 1, 2*) – copy each attachment on a sheet of paper of different colour. Once they are cut, put them into one of the two containers according to the paper colour (one container is for the statements of one colour and the other container for the other colour). Think about marking the students so that it is clear which role (chessman) they represent (pawn, knight, rook, bishop, king or queen). Prepare in advance the names of individual chess pieces on post-it notes of 2 different colours. The students will then stick them on their clothes. You should have a spare piece of each chessman. If you use post-it notes with their names, these can be overwritten.

Procedure

- Tell students that you are now going to look together at the situation around the world regarding distribution of the wealth and differences in standard of living. Place two sheets of paper (stating “I agree” and “I disagree”) on opposite sides of the room. Tell the students that you will read out two statements and their task will be to move to the side (paper) which expresses their opinion. Inform them that later, they will express their arguments for taking one of those positions and will explain why they agree or disagree with the specific statement. Make sure that students on both sides have equal opportunity to express their opinions. Before you start, make sure they know that they are welcome to change positions during the activity – e.g. if they hear a new opinion which changes their mind, they can move to the opposite side.
- Read the statements one by one. After each statement, leave around 4 minutes for hearing arguments for and against.

1. Everyone is the architect of their own happiness.

Slovak proverb

Extra questions which you can add to the discussion:

- Do you agree that everybody should have the right to be happy?
- Do you believe that everybody has the power or chance to achieve it? (If not, what could the reasons be? What are the obstacles?)

2. The best way to help the poor is making their poverty less pleasant.

Thomas Jefferson

Extra questions (with or without moving):

- How do you understand the quote? Why does the author think that by worsening the poor you would help them?
 - Why do we think we should help the poor?
 - Who can make somebody's poverty better or worse? And how? (Do you know any examples from the world history?)
- If students themselves do not come up with the topic of colonialism, bring it in. Mention that some people believe that because of colonialism, some countries and their people got richer and, consequently, more developed, but some countries didn't. These are sometimes called "developing" countries, which implies they are still in the process of development. Ask the students: *What are first things on your mind if you hear "colonialism"?* (you can use this question for brainstorming – noting all students' ideas on the board). Get back to them at the end of the lesson.
 - Divide the students into two groups equal in number. You can use some "random" method – e.g. students taking a slip of paper with a special symbol. Re-arrange the classroom so these two groups can sit or stand opposite each other. Use a coin to decide which group will represent the developed countries and the second one the developing countries.
 - Ask students how they understand the terms "developed" and "developing" countries. If necessary, clarify the meaning (Infobox).
 - Tell students that the following activity will represent the world as a chessboard with chess pieces that symbolize certain meanings. Briefly introduce the students to the chessmen and their roles in the game (if necessary, add some notes on the board, so they have some visual support)

King is the most important character of the game. In medieval times, the king was always the central figure in the country.

Queen is also of high significance and has great power. Together with the king they represent the supreme power.

Bishop is the third most important piece. He represents religion and the Church and stands alongside the king and queen.

Knight represents the wealth of a country, its resources and self-sufficiency.

Rook stands for the fortification or the ability to defend oneself and to fight for one's rights.

Pawns stand for slaves or the peasants who must pay in order to be able to live in the territory of the kingdom. They have to work hard but they are often very poor. Although their role is not "protective", they stand in the front line.

- Each group will be represented by a different colour of post-it notes determining the chess piece each person represents. In each group, let the students draw one of the post-it notes to determine what chess piece they will represent. The number depends on the size of the groups but each side should have at least a king, queen, bishop and several pawns. Each student should have a visible post-it note indicating the chess piece they represent. When everyone has a role assigned, they stand up or sit on the chairs that had been prepared in advance, into a chess formation (the groups face each other, pawns in the front line, the king and queen in the middle of the rear line, see the picture).



- Each player from the group of “developed countries” chooses one card from the container with statements from *Attachment 1* and then offers each player from the group of “developing countries” a card from *Attachment 2*. There are 22 statements which can be used best in a game with 22 students. If there are fewer students than 22, you can either exclude the corresponding number of statements so that there is one statement per student or some students can read several quotations. If the number of players exceeds 22, some will be left without statements. In that case two neighbours can alternate in reading one longer statement or, simply, some students will not read anything. (Note: there are two statements indicated by * which means that the authors are not real. We decided to use these two statements because we often hear them around us and find them important to be discussed in the class.)
- Tell the students that this activity focuses on the analysis of historical context that has led to the current division of the world into developed and developing countries. Explain to your students that different people understand and “read” the world and the power relations differently. Therefore, you are going to examine different people’s statements on colonialism. First make sure students understand the term “power relations” i.e. the balance or imbalance of power in relationships. The ideal relationship means that two people, communities or countries are equal, that they are partners and respect each other. Both of them control and influence some situation in the same way. However, during colonialism it often was not the case between colonising and colonised countries.
- Ask each student to read out their chosen statement. Raise these questions: *According to the author of the statement, who is more and who is less powerful? Who does he or she think is in control of the situation? Why? How is it expressed in the statement?* Then, based on the answer, both groups should agree whether to remove or add a chess piece or change its position on one or the other side of the chessboard in order to visualize the author’s perception of the power distribution in the world.

Example No. 1:

We found a great quantity of books which contained nothing but superstitions and lies of the Devil. So we burned them all, which caused the Mayans great sorrow and anguish.

Fray Diego de Landa, Spanish Bishop of the Roman Catholic Archdiocese of Yucatán, 1562

Fray Diego says that the Mayan books contained nothing but superstitions and lies of the Devil. This implies that in his opinion the books had no value. It means that for him, for an educated, respectable person from Europe (from the “Western, developed world”) there were no ideas, thoughts, information which he would find interesting and relevant. He even uses the word lies which suggests that he is one of those who knows the truth and there is just one truth in the world. This truth is connected with Western knowledge (knowledge of “developed countries”), implying that the Mayans were just “savages” with superstitions. From this approach we can read that he and the group of European conquistadores felt more powerful than the Mayans. One chess piece from the group of developing countries goes to the group of developed countries.

Example No. 2:

Then came the White Men. They showed great interest in our land and they wanted to settle down in Ijebu-Ode but we did not allow them to do that. They wanted to have access to land and to shorten the road inland. They wanted to be able to spread their faith. They wanted to be able to expand their dominance. We refused the first missionaries. The Brits responded with military force as revenge for our daring to defend our land and for our attempt to isolate ourselves. We could not compete with their better firearms.

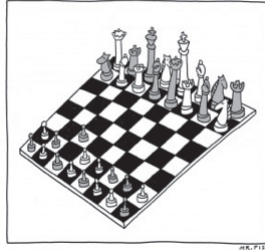
Oba S.K Adetona, chieftain, Nigeria, 1942

Even though the author describes the arrival of the Europeans, their military attack and their effort to spread the Christianity, the words and language the author uses don’t indicate unequal power relations. In my opinion, he sees his people as equal. Nothing in the statement indicates that he would see himself as a powerless victim.

He says the Brits wanted to expand their dominance which just acknowledges it as a fact. The author does not add any personal feeling to it. The words daring to defend might be read as if he thought that the Brits were not used to his people defending themselves and therefore, it was a surprising action. This, even more, reflects the author’s feeling of equality. The chess pieces can stay where they are.

However, somebody else might understand the position of the author as less powerful because the firearms were used by the Brits and, therefore, the local people could not defend themselves equally and lose the opportunity to control the situation of their country. In that case, one chess piece goes from the group of developing to the developed.

- Your task is to help students give them insight into the process of colonizing and into the unbalanced power relations between colonized and colonizing countries while discussing the statements. The groups always take turns reading. If the game loses its dynamic or if it is not possible to read all of the statements due to the lack of time, you can end the game earlier.
- After all of the statements have been presented and the individual pieces on both sides reorganized, a “visual” change in the distribution of power occurs. Draw students’ attention to the composition of both groups. The result can look different every time you do this activity. In an extreme case it might look this way:



Ask students to look at the result and ask: *What does the distribution of power look like now? What has changed?*

- After the game finishes, ask the students to sit down in a circle – not as the two groups but as a whole. Open a discussion with the following questions:
 - *How did you feel standing on one or the other side?*
 - *What did you learn from the game? (here you can get back to the initial brainstorming about colonialism)*
 - *Which statements did you find hard to believe and why?*
 - *Which statements were most difficult to agree on and why?*
 - *What connection do you see between colonialism and today’s world?*
 - *Generally speaking, what affects the power relations between countries or groups of people or people as individuals? (you can add: In which situation would you feel that your government does not have real power because there is another country which does not consider us equal and strongly affects our policies and life? Has it ever happened?)*
 - *What do you think makes people feel more powerful than somebody else?*
 - *How do you personally perceive poor countries and people? Why is it like that? What has influenced you?*

Possible HOMEWORK: *What makes people feel more powerful than others? In which situation have you ever felt more powerful than someone else and why? On the other hand, when did you feel less powerful than someone else and why? How did it feel? What would have helped you both to feel more equal?*

Extra option:

Ask students to work in pairs and draw a T-graph (a capital T making two columns)–in the left column they write the positive effects of colonialism (from any perspective they want) and in the right column the negative effects. Give them 3 minutes to do that. They should write them in sentences (not just key words) – at least three effects on each side. Then discuss it together. If there is enough time, you can draw a T-graph on the board and ask one of the students to write all the students’ arguments there.

Infobox

The usage and definition of a “developed” and “developing” country has come under a lot of criticism as it implies and reinforces unequal power relations in the world. Some of the main criticism refers to the meaning of the words itself, i.e. it comes from the idea that there is one specific way of being “developed” which should be followed by everybody. It also implies that only some countries know what ideal “development” is and they have the right and duty to interfere in other countries’ policies and lives to help them to become as developed as they are.

The term “developed country” is used to refer to countries that have a high indicator of development measured by specific criteria. The decision as to which criteria should be taken into account and which countries are classified as developed is contentious and a part of global discussion. In general, economic criteria prevail in the evaluation process. One such criterion is, for example, income per inhabitant. Therefore, countries with a high Gross Domestic Product (GDP) are considered developed. Another economic criterion is industrialization. Lately, the criterion of Human Development Index (HDI) has been included. It combines the economic factors with others, e.g. access to education and its quality. The countries that do not live up to these criteria are labelled “developing” or “undeveloped” countries.

Colonialism

The main criticism of colonialism is based on the following arguments:

- Most colonies were rich in mineral resources. However, the profit earned from the harvests, minerals or extracted timber was not invested back into the development of these countries. Instead, most money was channelled into Europe. All in all, this contributed to underdevelopment of the infrastructure and depletion of natural resources in the colonies.
- Europeans often organized their colonies so that each of them concentrated on cultivating only 2-3 crops. As a result, the domestic populations lost their self-sufficiency and local and seasonal crops and thus became heavily dependent on imports.
- The division of labour also affected craftsmen and producers. For example Asia produced only raw materials that were then cheaply sold to the colonizers. The final products manufactured in the “developed” country of the colonizers were subsequently sold back to them for a much higher price. There were also high taxes imposed. As well as that, it was difficult for new machines and technologies to be transferred from Europe into the colonies.
- When new areas were being colonized, the colonizers often did not respect the borders between tribes and communities. Moreover, the colonizer tended to use one tribe or nation as soldiers to suppress other communities, which resulted in higher tension between the groups.
- The colonizers used military force to keep in power those who had not been elected by the inhabitants of the respective colony. This is believed to be the root of the institution of dictators whose descendants still rule in a great number of African countries.
- The colonizers were enforcing their own idea of culture and development (e.g. in education, art, agriculture, politics).

Ghanaian politician Kwame Nkrumah coined the term neo-colonialism to describe continued European control of African countries that had been decolonized in the aftermath of the Second World War (1939–45). Control can be exercised economically, linguistically, and culturally, whereby promotion of the culture of the neo-colonist country facilitates the cultural assimilation of the colonised people, and thus opens the national economy to the multinational corporations of the neo-colonial country.

Sources:

Bill Bigelow, Bob Peterson (2002): *Rethinking Globalization: Teaching for Justice in an Unjust World*, Rethinking Schools Ltd.

Kwame Nkrumah (1965): *Neo-Colonialism: the Last Stage of Imperialism*. Thomas Nelson & Sons, Ltd., London.

Attachment 1



We found a great quantity of books which contained nothing but superstitions and lies of the Devil. So we burned them all, which caused the Mayans great sorrow and anguish.

Fray Diego de Landa, 1562

Civilization arrives with the Europeans. Since civilized people are superior they are also responsible for the world that is still only developing.

Lord Buffon, French naturalist, mathematician, cosmologist, and encyclopedic author, 1749

We, by our Apostolic authority, hereby grant you [the King of Spain and Portugal] an unlimited and open permission to attack, pursue, capture and subjugate the Saracens and pagans and all other enemies of Christ dwelling in any part of the world, as well as their kingdoms, duchies, dominions, principalities and all property... and to force them into life-long slavery.

Pope Nicholas V, head of Roman Catholic Church between years 1447–1455

I do not agree that the dog in a manger has the final right to the manger even though he may have lain there for a very long time. I do not admit that right. I do not admit for instance, that a great wrong has been done to the Red Indians of America or the black people of Australia. I do not admit that a wrong has been done to these people by the fact that a stronger race, a higher-grade race, a more world-wise race to put it that way, has come in and taken their place.

Winston Churchill, British Conservative politician, Prime Minister and winner of Nobel Prize in Literature, 1910

All the indigenous medicine made of plants and herbs is obsolete, not modern. We should provide them with real medicine and cure their diseases for real. This is how we can really help them.

Jan Dvořák, Czech doctor, 2010

They are gentle and submissive people. They are great swimmers and have magnificent eyesight. They do not have woollen, flaxen or cotton fabrics because they do not need them. They also do not have private ownership because everything is common property. They live together without any kings or rulers; each man is his own ruler. They are not subject to anyone but live in freedom. They do not bring people to justice; they do not punish the criminals. Mothers or fathers also never punish their children. It is amazing that we have never seen any quarrel between them. They live until the age of 150 and they fall ill only rarely. Still if they do, they get cured by the roots of some herbs. The most remarkable thing that I have observed is that they do not have trade. They do not sell or buy anything. I must conclude that they live and are satisfied with what nature gives them. The wealth that we appreciate in Europe and elsewhere such as gold, precious stones, pearls and other gems are not regarded highly by them and even if they can be found in their country, they do not exert any effort to get them because they do not value them. The air in this country is mild and good. There is no occurrence of plague or epidemics caused by bad air. They have so many types of food and also a great variety of fruits and roots that would take me long to describe.

Amerigo Vespucci, Italian explorer, financier, navigator and cartographer 1451–1512

It was God's intention to create the Anglo-Saxon race as the dominant one. The natives will become good servants, consumers of our products, contributors to our profit. In brief, they will become the source of power and wealth of this colony – this destiny was designed for them by the superior power.

Sir George Grey, soldier, explorer, Governor of South Australia, twice Governor of New Zealand, Governor of Cape Colony (South Africa), the 11th Premier of New Zealand and a writer, 1850

May I ask which sin did these Indians and their ancestors commit that they must live in such remote regions of the North and in such adversity, such naked poverty and mainly in such blind ignorance that they do not even know any comforts or how to extract minerals from the ground. Equally, from what I have learned about them, they have no awareness of God but live like animals without using their reason and skills of discussion. The only thing that distinguishes them from animals is their human form but not their deeds. Once created by God, his Divine Majesty knows the purpose for which he wished them to live in blindness. But taking into account that God's mercy is infinite and that he wishes salvation and realization of the eternal laws for all people, I can accept with humility that God disposes of some secret plan so that toward the end everyone could be saved and redeemed and that no one will be damned forever.

Father Font, Spanish missionary, 1775

Naturally we came here to make money. We came into a new country to create something, to construct something out of nothing, and that we have achieved. And what is the result of our achievement? The people of this country were granted huge advantages and now they have a different lifestyle. We introduced them to the modern world. Whether they are happier or not, I cannot say. But Mister, I do not think that the Europeans ever claimed that the only reason why they had come here was to civilize the Africans, because that is not the case. It happened purely by chance.

Mr. Wilfrid Havelock, Minister of Local Government and Country, Kenya, 1960

,When I make donations to charities, I don't want them to keep the money for projects, I want them to feed the poor and teach them how to work, history and other important stuff so they can have better future.

Dan Smith, Canadian teacher, 2008

We travelled through the majority of the territory and we found only depopulated land. All people escaped into the mountains because they feared the Christians. They left their houses and fields behind. Our hearts filled with sorrow when we saw that beautiful and fertile land full of rivers and streams deserted, with burnt-out shelters and with such destitute and scared people on the run and in hideaways.

Álvar Núñez Cabeza de Vaca, Chronicle of the Narváez expedition, 1542

Attachment 2



Slavery is probably the worst heritage of colonialism – it was a trade in workforce, chiefly from Africa to the New World, to assist the labour of European settlers. It is estimated that between 1601 and 1870, 15,200,000 slaves left Africa.

Source: Swindell, Kenneth & Mortimore, M.J. 1989. Inequality and Development: Case Studies from the Third World. Macmillan

In the 19th century, steam energy enabled the transport of larger quantities of live cattle by railway and by sea (Daszak et al., 2000). Between 1889 and 1910, cattle plague – a European disease affecting cattle – killed 95 % of all African cattle and also impacted other species of grazing animals. African tribes dependent on cattle lost their livelihood. According to estimates, two thirds of the Masai population died as a result of the cattle plague. The lack of animals grazing on vegetation also caused an overgrowth of grass and therefore good conditions for the outbreak of the tsetse fly. Between 1902 and 1906, around 200,000 people died in Uganda as a result of the sleeping sickness that was spreading by way of the swarms of tsetse flies.

Source: Kamil Kanji: The Ecological and Political Impact of Colonialism in the Third World During the Nineteenth and Twentieth Centuries, 2008

Then came the White Men. They showed great interest in our land and they wanted to settle down in Ijebu-Ode but we did not allow them to do that. They wanted to have access to land and to shorten the road inland. They wanted to be able to spread their faith. They wanted to be able to expand their dominance. We refused the first missionaries. The Brits responded with military force as revenge for our daring to defend our land and for our attempt to isolate ourselves. We could not compete with their better firearms

Oba S.K Adetona, chieftain, Nigeria, 1942

They took away our land, our lives, our resources and our dignity - without exception. They did not leave us anything, only bitterness. Only when they left and we faced the tough reality at the beginning of Ghana's independence, did we become fully aware of the devastation of our country following the long years of colonial dominance.

Kwame Nkrumah, the first president of Ghana, 1963

After 1896, the French colonizers in Madagascar provoked massive deforestation by replacing the traditional cultivation of rice with coffee plantations due to its obvious profitability for French producers. This led to a lack of rice already by 1911. As a consequence of colonial politics, Madagascar became dependent on the import of foodstuffs. Local population was resettled and the state gained control over the mineral wealth. Fertile soil was confiscated and covered by a monoculture that was unsuitable almost for all plant and animal life of the original forest stand.

Source: Kamil Kanji: The Ecological and Political Impact of Colonialism in the Third World During the Nineteenth and Twentieth Centuries, 2008

Europeans considered the indigenous population a pagan nation that had to be converted to Christianity and employed to their benefit. The aboriginal land was confiscated, children were taken away and put into Christian missionary schools, the wells were poisoned and many people murdered. "When the white man came, we had the land and they had the Bible. They taught us how to pray with closed eyes. When we opened them, they had the land and we had the Bible."

Jomo Kenyatta, The first president of Kenya, 1960's

"They perpetuate your misery by giving you a loan, make you slave... economic slave, and you also end up paying the raw materials because you are chained by the loan. So it becomes a way of colonizing the economies of the poor nations. But if the African nations today agree together to say, "No more aid. We don't want aid." I tell you, they can grow slowly, but they can grow."

Bishop John Rucyahana, Rwanda, 2011

Two stark statistics reveal the colonial devastation and negligence: at the end of British colonial rule, mean life expectancy was 27 years and literacy was at a level of 8 percent; after 50 years of independence, the average life expectancy went up to 62 years and the literacy level to 52 percent

Source: Rajani Palme Dutt, India Today, People's Pub. House, 1949

Instead of supporting education, the British government bolstered drinking of alcohol. When the Brits arrived, India was considered a country of sober people. "The customs of people," said Warren Hastings "reveal the simplicity of alimentation and their total abstinence from alcohol and other addictive substances." With the first British settlements in India arrived pubs that sold rum which was hugely profitable. The British rule in India established 7,000 opium shops in the busiest parts of the towns. And so the health, courage and character of the Indian population were being destroyed by this heartless drug from of a nation that claimed to be Christian.

Source: The Case for India – Will Durant Simon and Schuster, New York, 1930

"This great king is now also your king," he said. "And this country is from now on also his country, although he said that you can stay here for you are his people and he is your father – and you are as if his sons." This was strange news for us. This land is ours after all. We bought this land and paid for it by cattle at the presence of our elders. We gave a promise and this land has been ours since then. We do not have a king. We elect our Council and they form our laws. A foreign king cannot be our king and our land belongs to us. There was no battle, nobody fought with us to take our land away from us. How can it then belong to this king?

Chief Kabongo, Kikuyu tribe of Kenya, 1955

Before our white brothers came to civilize us, we did not have any prisons. So we did not have any criminals either. Since you cannot have criminals without prisons, can you? We did not have either locks or keys, and so we did not have thieves, either. If somebody was so poor that he did not own a horse or a blanket, somebody gave him his. We were too uncivilized to see great value in personal property. We wanted to have things only to be able to give them away. We did not have money and so we could not measure human value with it. We did not have any written laws, lawyers or politicians and so we could not deceive. We had been in a very bad situation before the white man arrived and I do not understand how we could have survived without these essentials that, as we are told, form civilized society.

Lame Deer (Tháhča Hušté), Lakota Sioux holy man, 1972



WATER POLLUTION AS A GLOBAL ISSUE

Goals: The lesson will enable the students to understand the connection between our consumer habits and water pollution in countries where manufacturing takes place.
The lesson will enable the students to understand that pollution in faraway countries is also our business, since pollution and diminishing water resources are not only local problems, they are global problems.
Alternative option: The lesson will enable the students to gain an understanding of what is destroying the environment.

Curriculum links: Biology, Chemistry, Geography

Age: 14+

Time: 45 minutes

Space: classroom, laboratory

Materials: paper, pens, world map, post-it notes, whiteboard or flipchart, 2 clear white plastic or glass bottles of equal size, 1 bigger dish (jug, bigger bottle, big canning jar etc.), water, small samples in containers of: oil, chlorine bleach, food colouring, something in granules (tea, coffee, instant coffee), flour, soil, liquid soap) pictures or names on post-it notes)

Preparation: First of all you need to fill up $\frac{3}{4}$ of each of the 2 plastic bottles with clean water as well as $\frac{1}{4}$ of the big dish. Also have the small samples ready in small containers. The containers can be labelled with corresponding descriptions: transportation, a chemical used for whitening, fabric dye, pesticides, chemical fertilizers, erosion, detergents (as symbolic ingredients – the list is in the corresponding order – oil, chlorine bleach, food colouring, something in granules (tea, coffee, instant coffee), flour, soil, liquid soap).

Procedure

- Ask the students to think and write down all the things they need in their daily lives, for a few minutes.
- After some time, ask the students to read out some of the items they have listed. Note down their examples on a whiteboard. If the same or slightly similar object gets mentioned several times, note down only a category which this object belongs to. Each student should think of several things and objects. Try to make the list on the whiteboard as varied as possible. It is important that the list contains the word “clothes” or any other subject belonging to this category.
- Ask the students to identify items in the created list for whose production we need to use water. Using water is unavoidable in any kind of production. Consequently the students should eventually arrive at the conclusion that water is necessary to produce just about anything.
- Now ask the students to tick off the items (it is unnecessary to take into account the material that the items are made of) that are made locally – within our country or region. Here it is necessary to emphasize the fact that almost all the products could be made in our country but very few of them in fact are.
- Now ask the students to look at the labels on the clothes that they are wearing. They should then use coloured post-it notes to mark on the world map the country where their clothing item was made. If you arrive at having only European countries marked in the map, it is necessary to explain that it most likely means that not all production took place in the particular country but only the last parts of it, while cotton was

grown, processed and turned into textiles in more faraway countries. Then, when all the students have marked the countries of origin on the map, you should end up having predominantly Asian countries marked.

- Now tell the students that you are going to look at an example of clothes manufacturing and what impact it has on water in a particular region where cotton is grown and turned into the final product. Divide the students into 2 groups in the approximate ratio of 13% : 87%
This ratio of the students more or less reflects the ratio of the population of North America and Europe in comparison with the rest of the world. Statistics show that 13% of the population uses 45% of the total cotton products. In this activity the smaller group will represent consumers in Europe and the bigger group will represent producers in the global South.
- Arrange the space in such a way that the groups face each other and there is a table dividing them. The table is equipped with two smaller bottles of water and one bigger one. Give each of the groups one of the smaller bottles. Explain to them that the bigger bottle or container represents water on our planet while the smaller bottles represent water in Europe and Asia. The water in the bottles represents all the water that people of these continents have at their disposal for cooking, drinking, washing, doing the laundry, etc. Tell the smaller group that they are inhabitants of Europe and the bottle in front of them represents all the water in Europe. The students in the bigger group stand for the inhabitants of Asia and the water in the bottle in front of them is all the water that they have on their continent.
- Ask the students to think about all the things that are necessary to make, for example, a pair of jeans. Ask them what they think the first step would be. Encourage them to think about the very beginnings of the manufacturing process; that is, what the material is that they are made of. Outline the whole process of jeans manufacturing to the students, from one step to the other, and talk about the consequences this manufacturing has. As you are describing particular manufacturing stages, add the above mentioned samples into the water. While doing so, you can ask the students in both groups from time to time how happy they are with their water and if they think they would still be able to use it or clean it. Try to lead the students in such a way so that they can picture individual steps of garment production from the very seed to the final product, without you giving them ready-made answers.
- Continue with the following steps that describe jeans manufacturing. Recommended questions for each step are available below.
 - 1. What happens at the very beginning? Where does the process of jeans manufacturing start? Where does the raw material come from?**
Cotton planting – large cotton plantations must be created. This often leads to soil erosion. Ask the students from the producer countries to choose the corresponding sample, which is soil this time. Tell them to put the soil – “erosion” into their container of water. After each step, you can stir it.
 - 2. How to make sure that the harvest is sufficient? How to make sure that people have as many items of clothing as they want?**
Using chemical fertilizers in order to achieve the highest possible yields – Ask the students from the producer countries to choose a corresponding sample, which is, this time, flour. Tell them to put the flour – “chemical fertilizers” into their container of water.
 - 3. What has to be done so that the harvest is not lost due to pests?**
Using pesticides – large monocultures are prone to pests and therefore require chemical spraying - Ask the students from the producer countries to choose a corresponding sample, which is this time granulated tea or coffee. Tell them to pour it – “the pesticides” into their container of water.
 - 4. Natural materials are naturally light beige or brown; this fact however makes it more problematic if we want to arrive at a desired shade via fabric dyeing. What do we have to do then with beige fibres?**
Whitening chemical substances are necessary to whiten the fibres – this is done using aggressive chemicals and often without health and ecological regulations. Ask the students from the producer countries to choose a corresponding sample, which is this time aggressive cleaning detergent. Tell them to pour a little of the detergent – “whitening chemicals” into their container of water. The cleaning detergent might be an irritant so make sure the students only use a small amount and that there is good air flow in the room.
 - 5. How do we arrive at having textiles and clothes of all colours? What does it require?**
Fabric dyeing – in order for clothing to be nice and colourful, it has to be dyed by substances that often contain chemicals – Ask the students from the producer countries to choose a corresponding sample, which is, this time, food colouring. Tell them to put a little of the food colouring – “fabric dye” into their container with water.
 - 6. My clothes are finished now; what can be done with them? How is it transported to the people who are interested in wearing it?**
Transportation of textiles or finished clothes to consumers – this requires fuel. Ask the students from the producer countries to choose a corresponding sample, this time oil. Tell them to pour the oil – “fuel” into their container of water.

- Now turn to the group of consumers and ask them what needs to be done on their part.
 1. **The product needs to be transported to shop and home.** Ask the students from the consumer country to choose a corresponding sample, this time oil. Tell them to pour the oil – “fuel” into their container of water.
 2. **After wearing it, clothing needs to be washed.** An effective substance in laundry detergents is a substance called tenside, which here, for demonstrating purposes, is liquid soap. Ask the students from consumer regions to pour liquid soap into their container of water.
- Subsequently tell the students that after the clothes have made it to the consumers, it is necessary to evaluate the whole process. Ask them the following questions:
 - *What is the condition of the water of the consumers group?*
 - *What is the condition of the water of the producers group?*
 - *How do you view the quality of water, considering this is all the water you have? What do you think of the quality of water of the other group?*
 - *Is there any way water can be cleaned?*
 - *What elements can be removed from water?*
- After a short discussion go on to talk about the water cycle on our planet. All the water that we have is the same water that has been here for millions of years; is the same water that was drunk by dinosaurs, since no water enters or leaves this cycle. Water does not respect country borders; it meets in the oceans and in the air (which has been somehow naturally filtered) that subsequently take it to other continents. There is nothing like “African water” or “European water”, there is only water.
- In order for you to illustrate this principle clearly, take the bottles of both groups and pour the contents of both of them into the big container that is placed in between the two bottles. This is a symbolic representation of water flow across continents and oceans. This demonstrates that water pollution is a matter that concerns every one of us. When the contents of both the bottles mix, wait for the students’ reactions (they can be very strong). Then ask them questions:
 - *How do all of you feel now?*
 - *Who is responsible for this situation?*
 - *What could be changed?*
 - *What can we do to change the situation? What are the alternatives to using water so that it would not get polluted?*
- Subsequently the students will watch a short part of documentary film 100 % Cotton – Made in India, which shows the whole process of fabric manufacturing /the part to be watched is between minutes 13:5–26:00 /.

Recommendations

- An alternative option with the aim of enhancing students’ understanding of how the environment is damaged; you need to plan on assigning more time for answers to the questions.
 - After each step, ask the students a question about impacts they think a given substance has on the water environment; the students can note down their thoughts in pairs. Based on your preference, you might not want to mix water with the above mentioned substances; instead it might be helpful for the students to observe the way each substance reacts differently in water and you can discuss what determines this reaction (chemical and physical properties of the substance, water temperature, water flow, biological activity, concentration of other substances, pH, etc.).
- Questions in the order of the above:
- Soil: *Is it serious pollution? What impacts will an addition of soil particles have on the water environment?*
- Nutrients: *What would the impact of a higher concentration of nutrients be on the water environment? What will it do to its biological composition?*
- Pesticides: *How do pesticides actually work? How do they behave in various environments?*
- Whiteners: *What makes a substance a good industrial dye? Do you know what risks are entailed in the fabric dye industry?*
- Fuels: *What consequences will their leakage into the water environment have?*
- Tensides: *If tensides do not biodegrade quickly enough, what can their impact on the water environment be?*

Infobox

Cotton originated in tropical and subtropical zones where there is a relatively high seasonal rainfall. Nowadays, however, cotton is also commercially grown in dryer regions. Also, cotton is grown on vast plantations as a monoculture. These two facts together lead to the plant being prone to various diseases and pests. Commonly grown cotton requires more pesticides than any other crop. In the cultivation process some of the most toxic pesticides that are available on the market are applied.

In total, producers in developing countries carry out 75 % of world cotton production. <http://www.ejfoundation.org/page324.html/>

Cotton cultivation uses only 2.4% of world arable land. Despite this fact, this crop is responsible for the application of 24% (\$ 1.779 million) of all insecticides used in the world.

How toxic pesticides are is well illustrated by the chemical Aldicarb. One single drop that gets into the human body through the skin can kill an adult person. Aldicarb is a commonly used pesticide and in 2003 1million kilograms are applied to cultivate cotton in the USA. Aldicarb is also used in 25 other countries in the world. <http://www.ejfoundation.org/page324.html/>

At present, over 60% of the world textile industry is located in developing countries.

Asia is currently the main world supplier of textiles. Its production exceeds 32 % of the world textile export.

North America and Europe use up to 45% of the world's cotton products, despite the fact that these regions are inhabited by only 13 % of the world's population. <http://www.ejfoundation.org/page324.html>

Since the 1980's, cotton consumption has dramatically increased – over the last 30 years it has almost tripled. Current worldwide cotton consumption is at around 5 million tons per year. World consumers now buy more cotton than any other time before. <http://www.ejfoundation.org/page324.html/>

The textile industry applies up to 2000 various chemicals; these can be dyes, optical brighteners, whiteners, softeners, de-foamers and cleaning agents.

Water is a limited resource that is becoming rare very fast. Water is used in every step of garment manufacturing. It is used to transport chemicals into fabric as well as to clean it before the next step is undertaken. Water is saturated with chemicals and is released as waste water, which results in polluting the environment further on.

Source:

www.oecotextiles.com

<http://www.infinitehealthresources.com/Store/Resource/Article/85/1/1796.html>

Basic information on the effects of the above mentioned substances:

- **Soil particles:** their presence in water can result in the water's heightened opacity, which affects how much light will be available for water plants, which will then have an impact on oxygen production. However, gradually these particles will sink to the bottom or get carried away by water currents into lower water bodies. Erosion is, nevertheless a relatively bigger problem for the soil ecosystem itself than just for the water environment.
- **Higher concentration of minerals:** of which predominantly nitrogen and phosphorus lead to so called Eutrofization. That means a heightened occurrence of blue-green algae which is very capable of utilizing the new input of minerals and so start multiplying. The problem is that blue-green algae produces substances that are toxic to other organisms (fish, human beings...). Also, the gradually dying out mass of blue-green alga creates big amounts of organic mass that can oxidise, which leads to oxygen exhaustion in water bodies.
- **Pesticides:** how various pesticides (and poisons in general) impact their environments varies depending on the effective substance. Some pesticides block functions of various enzymes, others affect nerve connections, other special cases work as insect moulting hormones, etc. The important thing is that pesticide residues, because of their solubility in water, can accumulate on the surface of organic masses or in animal fat tissues. They can then be metabolised in organisms, which can lead to substances which are more poisonous than the original substance itself.
- **Chlorine:** is a very reactive and strong oxidation agent. In the water environment it oxidises organic mass which leads to the rise of a whole number of substances (trihalomethanes , dioxins) that can be carcinogenic.
- **Industrial dyes:** are a very diverse group of agents. What they have in common is the ability to absorb a large amount of visible radiation (which is determined by the type and structure of multiple bonds in a molecule), adhesion to the material, stability in the wash and the ability to keep colour. Many synthetic

fabrics were proven to have carcinogenic effects, which led to imposing some limits on their application. That is the case with some of the most commonly known azo dyes, whose metabolic products, aromatic amines, demonstrably contribute to cancer development. In the cases of dyes, similar to pesticides, it is still a very contemporary problem: insufficient legislation in poor countries that textile manufacturers can take advantage of.

- **Oil leaks:** oil makes a thin film on the surface, which mainly prevents oxygen and CO₂ from penetrating the water surface. The media has reported notorious cases of damage to birds' feathers, the fur of sea otters, or the closing of fish gills etc.
- **Tensides:** substances with the ability to change surface tension and consequently the wetting abilities of water. This has a negative impact on amphibians and small invertebrates living in the vicinity of water surfaces. Most of the currently used tensides are relatively quickly biodegradable.

Other information available at:

www.sinice.cz

www.ekolist.cz

www.arnika.org/ekoporadna

<http://www.epa.gov/gateway/learn/pestchemtox.html>



SHAMA'S MENU

Goals: Students will realize the necessity of vitamins and minerals for human health. Students will deduce the health risks of a non-balanced diet. Students will compare their common daily menu with the menu of a boy from Kenya living in poverty, and will find reasons for the differences they have found.

Curriculum links: Biology, Social Studies

Age: 12+

Time: 45 minutes

Materials: a table of vitamins and minerals in individual meals with their effects on a human organism (*Attachment 1*) – one per group
a week's menu from the Kenyan boy Shama (*Attachment 2*) – one per group
a world map
stickers

Note: As the following lesson, we recommend playing the documentary "Super Size Me" by director Morgan Spurlock (2004) or at least the part of it where the problem of overeating is shown in an unusual way. This film can be borrowed from a video library, or from time to time it can be seen in the cinema. Follow-up the film with a discussion on the fact that for one's health, moderation is just as important as abundance. And that it is not a given that people everywhere in the world have the possibility, like we do here, of choosing what and how much they will eat.

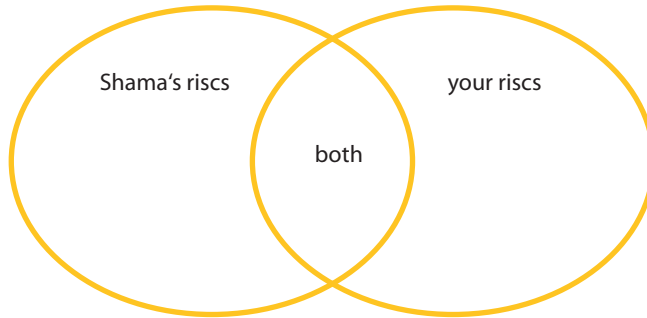
Procedure

- First of all, ask your students:
What did you have for dinner last night? And for breakfast today? What do you usually have for lunch at weekends?
Write the answers to the following question on a blackboard (you can put a student in charge of that). You will work with those answers later.
What regularly appears in your weekly menu?
- Split the students into groups of two or four so the group can sit at one table. The task of each group is to put together a menu for one week (or minimum three days). They can use the list of the common meals from the first brainstorming activity. Give the students a time limit of 3 to 5 minutes.
- Each group will now get a table with vitamins (*Attachment 1*). Give them this assignment:
Look at the menu you have created, decide whether you have all the important vitamins and minerals. Are any important vitamins or minerals missing from your menu? What might happen to you if you lack a mineral or vitamin?
Thereafter students will communicate their findings amongst themselves.
- Now ask your students to look at the menu of the Kenyan boy Shama. Make sure the students know where Kenya is situated and what its capital is. Give each group Shama's menu (*Attachment 2*). The menu sheet contains a short portrayal of Shama's life and his family's situation. Challenge your students to read the information about Shama and then find out from his menu:
How many vitamins will Shama get from his weekly menu? Which substances are missing in Shama's menu?

EVOCATION / 10 min.

REALIZATION OF MEANING / 10 min.

- Divide the students in groups of 3 or 4. On the board, draw two circles according to the picture below. Explain, that students should discuss and write answers to following questions:
 - *What risks does Shama's menu bring to him? (write that into the first circle)*
 - *What risks does your menu bring to you? (write that into the second circle)*
 - *What risks are common for both, Shama and you? (write into the space in the middle)*
- Also, ask the students to discuss what could improve Shama's menu and also what could improve yours. They should write this below the circles.
- After you explain the task, give each group a flipchart paper on which they will draw the circles. Set 5–10 minutes to finish the task and then ask students to share their results.



To close the lesson, you can ask the students to choose one or two principles for how to improve their own menus. They should be principles the students will be able to respect without many problems, and which they will be able to hold on. Ask them to write their principle(s) into their notebooks, so that they do not have to show them to anybody. Ask if anybody wants to share his or her ideas. Do not comment on their answers.

Recommendations

During the opening brainstorming, students could elaborate a common menu, a compound of the menus of individual students.

Instead of working with the table of vitamins (Attachment 1) you can let your students find the information themselves on the internet or in an encyclopedia. During the search, they might find some additional information, or they might come across another theme which could enrich your discussion.

Attachment 1

VITAMINS IN FOOD	SOURCE IN FOOD	RECOMMENDED DAILY AMOUNT	IMPACT ON ORGANISM	VITAMIN DEFICIENCY
Vitamin A (carotene)	alfalfa sprouts, carrots, vegetables of yellow and orange colour, parsley, peaches, marrow, leafy vegetables	800 µg, which is in about 50 g of carrots, but it is almost impossible to overdose with vegetables	maintains good skin, teeth and mucosa, sight, raises immunity to infections	night blindness, permanent deficiency leads to worsening or even loss of sight, itching and reddening eyelids, rashes and pustules or keratinised cells and scaling of fingernails, also evidenced by dry mucose membranes, mouth ulcers, respiration disorders and urogenital disorders
Vitamin B (thiamin)	pulses, leaf vegetables, nuts, seeds e. g. sunflower, pumpkin, whole grain	1,5 mg, which is in about 200 g of wholegrain pasta, 200 g almonds, 500 g beef liver	acts against tiredness, also positively influences the nervous system, supports the thyroid function, influences memory, appetite and intestinal function	insomnia, bad concentration, irritation and nervousness, insufficient cardiac function
Vitamin B2 (riboflavin)	yeast, liver, kidneys, almonds, seaweed, leafy vegetables, mushrooms, whole grains, soy products	1,5 mg, which is in about 80 g of dried milk, 700 g of spinach, 700 g of beans or 50 g of liver	raises immunity to illnesses, supports growth and development, improves skin and sight	lower immunity, skin rashes, nervousness and irritation, peeling of mucosa
Vitamin B3 (niacin)	seaweed "kelp", wheat flour, leafy vegetables, mushrooms, peanuts, beans, nuts, sesame and sunflower seeds, cereals	17 mg, which is in about 150 g of liver, 150 g of peanuts, 170 g of wheat flour	supports mental health and the nervous system, increases appetite, maintains the function of the adrenal glands	insomnia, irritation, poor concentration, inflammation of the tongue, inflammation of the buccal cavity, nausea, vomiting, constipation, diarrhea, spastic stomach
Vitamin B6 (pyridoxin)	yeast, animal intestines, pork, poultry and fish meat, wheat sprouts, cereals, wholegrain products, soy beans, potatoes, cabbage, sweet corn, carrots, bananas, green beans, peas, cheese, flour	1,7 mg, which is in about 100 g of soya beans, 200 g of beef liver, 500 g of bananas, 400 g of codfish	supports the activity of the heart and other organs	rashes around the nose, eyes and lips, inflammation in the mouth (glossitis) and on the lips (cheilosis), anemia, insomnia, irritability and many neurological symptoms, formation of stones in the urinal tract
Vitamin B12 (cyanokobalamin)	only in animal food products: liver, meat of warm-blooded animals, fish, eggs, milk and cheese	1–2 µg, which is in about 100 g of beef, 5 eggs, 140 g of ham, 300 dl of milk	protects nerve cells from degeneration, helps to create erythrocytes, improves memory, supports concentration and lowers the risk of heart disease	paleness of skin and mucosa, inflammation of the tongue, tiredness, insufficient mobility and dizziness, degeneration of some parts of the spinal cord
Vitamin C (ascorbic acid)	broccoli, sprouts, cauliflower, fruits, watercress, parsley	100 mg, which is in about 10 g of horse radish, 8 g of sweet pepper, 50 g of peas, 50 of radishes, 1 l of cider	encourages growth and development, sustains tendons, joints, teeth, gums, increases immunity to infections; its antioxidant effects are important	tiredness, reduced vitality, mental disorders, predisposition to infections, protracted convalescence, poor healing of wounds
Vitamins of the D group (calciferols)	fish, mushrooms, solar radiation	5 µg, which is in about 80 g of yolk, 200 g of boletus, 2 g of cod-liver oil, 100 g of fish, 8 g of cocoa powder	supports the development of bones and teeth	disorders of the bones and teeth, parodontosis, cardiac arrhythmia, cramps
Vitamin E	leafy vegetables, nuts, seeds, vegetable oil, whole grains	12,5 mg, which is in about 60 g of nuts, 500 g of spinach, 40 g of peas, 50 g of sponge biscuits	positive influence on reproduction, supports cardiac activity and processing of fatty acids, is the most important antioxidant, helps to slow aging	aging of skin and tissues, loss of muscles, damaged neurons
Vitamins of the K group	alfalfa sprouts, leafy vegetables, seaweed, vegetables, whole grains	100 µg, which is in about 500 of potatoes, 60 g of broccoli, 200 g of asparagus, 190 g of olive oil	supports coagulation of blood, lowers risk of bleeding	reduces the coagulation of blood

Attachment 1

MINERALS IN FOOD	SOURCE IN FOOD	IMPACT ON ORGANISM
Kalium	pulses, cabbage, sweet chestnuts, dried fruits, leafy vegetables	keeps minerals in balance, stabilizes weight and muscle range
Phosphorus	pulses, fruits, nuts, marrow and pumpkin seeds, sunflower seeds, vegetables	helps with the growth of bones, teeth, hair, nerve tissue, participates in processing of fats and polysaccharides
Chlorine	celery, cabbage, sprout, parsnip, radish, seaweed	helps digestion and excretion, supports normal cardiac function
Iodine	fish, leafy vegetables, seaweed, vegetables	stimulates thyroid function, digestion, important for growth and development
Natrium	cucumber, horse radish, leaf vegetables, miso, root vegetables, seaweed, sesame	helps digestion and elimination of carbon dioxide, maintains a balanced of body fluids and stabilizes cardiac function
Calcium	almonds, white radish, seaweed "dulke", sprouts, leafy seaweed, nuts, sesame, soy, soy products	helps with development of bones and teeth, regulates cardiac rhythm and the balance of minerals in the body
Iron	pulses, fruits, seaweed "kelp", leaf vegetables, nuts, seeds	is a part of hemoglobin and myoglobin, helps to absorb oxygen and transport it to cells, prevents anemia

Source:

Hlúbik, P., Opltová, L. (2040): *Vitamíny*. Praha: Grada.

Attachment 2

WEEKLY MENU OF NINE-YEAR-OLD SHAMA

MON	breakfast lunch dinner	- mush with water banana
TUE	breakfast lunch dinner	- mashed potatoes with water baked banana
WED	breakfast lunch dinner	- mush with water wholemeal panCakes
THU	breakfast lunch dinner	- mush with water banana
FRI	breakfast lunch dinner	- mush with water soup from coconut milk and tomatoes
SAT	breakfast lunch dinner	fufu – semolina mush - pasta with spinach leaves
SUN	breakfast lunch dinner	Cereal mush baked bananas with spinach -

Nine-year-old Shama lives with his parents in Kenya, in a little village in the north-west of the country. This area is rather dry as it lies far from the sea, rivers, or Lake Victoria.

Shama does not go to school, because the school fee is expensive and both of his parents are unemployed. Instead of that, he goes to fetch water and helps work a small field which belongs to them. On this field the family grows vegetables, and as the supply of vegetables in the area is not large, they sell them. With the money they get from the sale of vegetables, the family buys milk once a week and even meat a few times a year.

Shama has four siblings. The youngest, Seth, is only five months old. This means that their food has to be split among seven members of the family.

After bringing the water and helping on the field, Shama plays with his village friends. His favourite game is football. When he is older, he would like to become a professional football player.