



UnderCover

RESOURCE BOOK ON GLOBAL DIMENSIONS
OF OUR CONSUMPTION FOR TEACHERS



... TO WORK WITH A FILM

LESSONS PART 6



THE STORY OF STUFF

Goals: Students come to understand the term “product life cycle” and think about the impact of a product on people and the environment.
Students analyse the message and tools used by a short film illustrating the system of production and life cycle of products.
Students name the means of communication that they consider to be persuasive.
Students ponder their consumer habits.

Curriculum links: Biology, Social Studies, Economics, Work experience

Age: 14+

Time: 45 minutes

Materials: pictures representing the production system (*Attachment 1*)
Story of Stuff video (Written by Annie Leonard, Free Range Studios 2007, 20 minutes) Available at www.storyofstuff.org
paper and writing tools for every student

Note: The Story of Stuff video is based on data predominantly taken from the United States. The economic system, however, functions in a very similar way in European countries. The text of the video with the sources cited can be accessed at the following address:
http://www.storyofstuff.org/pdfs/annie_leonard_footnoted_script.pdf.

Procedure

- Tell students that now you will show them pictures introducing the lesson's topic. Show them pictures representing the production system: mining, manufacturing, distribution, consumption, disposal – just like at the beginning of the Story of Stuff video.
- Divide students into groups of 3–4 and give each group the cut-out copies of the aforesaid pictures (*Attachment 1*). At this point, do not yet reveal any details about the pictures or the lesson's topic. Write the following questions on the blackboard and give students three minutes to answer them:
 - *What do you think the pictures stand for?*
 - *How would you order the pictures?*
 - *How would you name each of the pictures?*
- Then ask students to share their answers and ideas with the others. Do not assess their answers in any way.
- Tell students that now you will all watch a video where they can learn something more about the pictures. The video is 21 minutes long.
- Tell students to take notes, while watching the video, on the following four matters:
 - one thing that they have already known
 - one thing that was new to them
 - one thing that they do not agree with or that they doubt
 - one thing that they would like to learn more about
- Emphasize that for each of the four items they should write something down or remember it so that they can focus on the video and enjoy it.
- Play video from the DVD from the web www.nazemi.cz/pribehevci.

EVOCATION / 5 min.

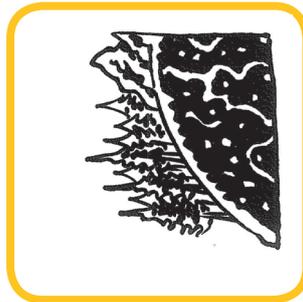
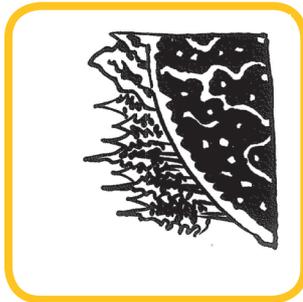
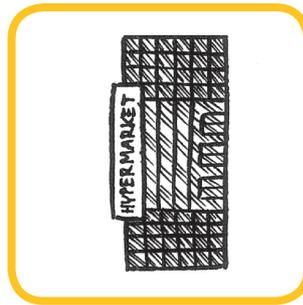
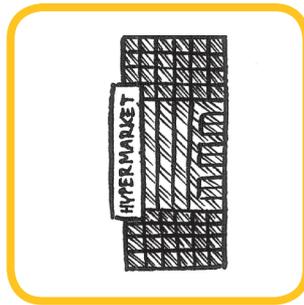
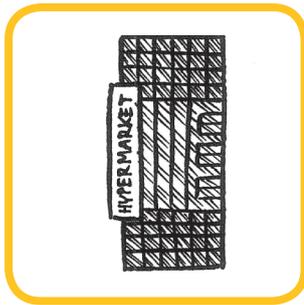
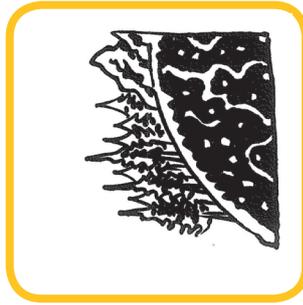
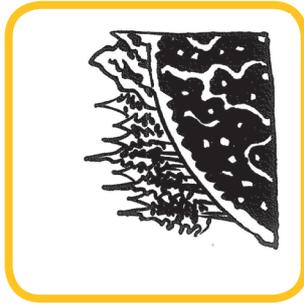
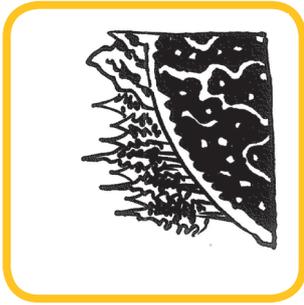
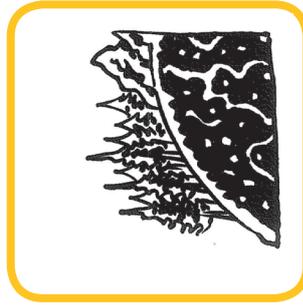
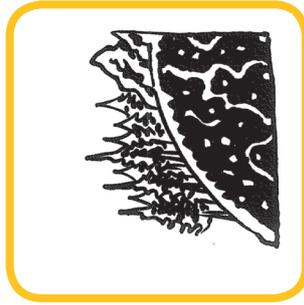
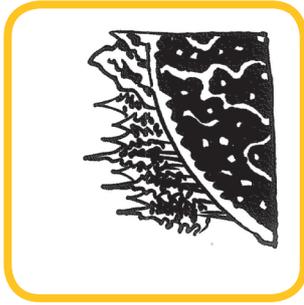
REALISATION OF MEANINGS
25 min.

- Once the video is over, ask students for their immediate impressions:
 - *What do you think about the video?*
 - *What were the pictures at the beginning of the lesson depicting? Did you think of something similar?*
- Then ask students to tell others what they noted down during the film. You can give them a minute to think about their notes. Go through the four points and try to get at least three different answers to each of them. Critical thinking can be especially encouraged by a balanced focus on what we agree with, on what is new to us as well as on what we doubt. Pose them questions such as: *Why do you (dis)agree with it? Can we more generally say that we know what is true and what is not? Who decides about it? How do you tell that something is credible or not?*
- Write the questions that result from the last item (one thing that you would like to know more about) on the board or a flip-chart so that you can come back to them later. They can be assigned as homework or you can return to them in one of the future lessons.
- Discuss with the class the following questions or ask students to answer them. Everybody can then take a look at the answers in a gallery:
 - *What is the general message of the Story of Stuff?*
 - *Why do you think that the video was made?*
 - *Which techniques does the author use?*
 - *Do you think that the video is persuasive? Why yes/why not?*
 - *Do you think that watching a video can affect the way you shop? If yes, then how?*

Recommendations

- In the next lesson, you can focus on some of the terms mentioned in the video. You can assign the students with a web research (in a class or at home) whose results they would present in the coming lesson.
 - corporation
 - mining / utilizing non-renewable sources
 - externality / externalization of costs
 - sustainability
 - by-products
 - local economies
 - closed production cycle
 Since 2007, when the Story of Stuff was shot, other videos taking several minutes were made warning about the manufacturing background of various products, e.g. Story of Electronics, Story of Cosmetics or Story of Bottled Water. Films in original sound are available at <http://www.storyofstuff.org/>.

Attachment 1





100% COTTON

A LESSON BASED ON WORK WITH A DOCUMENTARY FILM

Goals: Students acquire a visual idea of cotton cultivation. Students observe and predict the lot of a farmer, who is trapped in a vicious circle of indebtedness, so they are able to describe and explain this phenomenon.

Curriculum links: Curriculum links: Biology, Chemistry, Social Studies, Economics, Work Experience

Age: 14+

Time: 45 minutes

Materials: projector, projection screen, black board or flipchart, chalks or markers
post-it papers (3 for every student)

Procedure

- Introduce the film to students: they are going to learn more about cultivation and processing of cotton. Its author is a German director, Inge Altemeier, who, in her numerous films deals with issues associated with economic globalization. The filming took place in India and Germany during 2003.
- Inform the students that you are going to pause the film at irregular intervals and that you will guess together how it will continue. The following scenes can be either discussed or students can write down their guesses. The latter goes faster but an evaluation must be conducted at roughly the second third of the documentary. (*Were your guesses correct? What did you guess incorrectly? If you always guessed correctly, what could this signify? Do you think that it is a well-known topic?*) Pose these questions simultaneously with the SUMMARY (see below).
- Pause the film after the following sentences:
 - “Last year, two thirds of the harvest were destroyed by worms” **(time: 00:02:35:06)**
Ask the students: *What do you expect Anand to do?*
 - “The worms became used to the poison and they survived.” **(time: 00:02:44:14)**
Ask the students: *What else can Anand do? What could work?*
 - “His suppliers are happy for the fat commission they earn from Bayer.” **(time: 00:12:04:11)**
Ask the students: *What in fact happened? (Anand bought an even stronger pesticide and he thus fell even deeper in debt.) What do you expect to come next? Will the investment pay off?*
 - “And so the women pick the cotton balls – poison for Europe” **(time: 00:14:26:16)**
Ask them: *Where is Anand travelling?*
 - “There are many more farmers like him.” **(time: 00:15:06:14)**
Ask the following question: *How successful do you think he would be?*
 - “He pockets only 20 euros. The result of six months of hard work in the fields.” **(time: 00:17:31:00)**
- Now is the right time for a SUMMARY. Ask these questions:
How much did a bottle of pesticide cost? How much did Anand earn for his cotton? Was it all the cotton that he had harvested? Did the investment in the pesticide pay off with regard to the pests? Did it pay off financially? How do you estimate Anand's future situation? What could help improve it?
- *What could conversely make it even worse? What do you understand by the term “vicious circle of pesticides and indebtedness”?*
- *Can you make a graphic representation of this phenomenon?* (Students can draw in a notebook or together on the blackboard. Depending on how much time is left, you can also opt to leave out the vicious circle. To watch the documentary till the end and to outline the remaining questions you will need at least 15 minutes. If a discussion ensues after this point, you can end the screening here.)

- Tell the students that from this point you are going to watch the film until the end. In the second part of the film, several fashion brand representatives also appear. Ask the students to make notes of what comes to their minds during the screening and of the questions that they would pose to these representatives or to the authors of the film.
- After the film ends, provide space for first impressions: *What do you say? Have you seen a similar documentary before? Whose problem is it in the first place?*
- Give each student the three post-it papers and ask them to write down their questions to 1) a representative of H&M 2) a representative of OTTO and 3) to the film authors?
- Leave the students 3-5 minutes to write everything down and then ask them to stick their papers by the respective tag on the blackboard or flip-chart (mark three sufficiently large tags with H&M, OTTO, film authors). Students look at the questions suggested by others and they can comment on them. Take note of either repetitive or unique questions - if their author so wishes, he or she can make further comments.
- If there is still some time left, you can ask whether the students have already seen organic cotton in the shops and potentially where and how much the clothes were.



TOXINS RETURN

A LESSON BASED ON THE DOCUMENTARY FILM TOXINS RETURN

Goals: Students acquire new information regarding the issue of toxic substances used during the production and transportation of everyday goods.
Students practice their debating skills, they discuss and attempt to reach a common agreement.
Students assess the degree of responsibility for the described phenomenon.

Curriculum links: Biology, Chemistry, Social Studies

Age: 14+

Time: 45 or 90 minutes

Materials: Projector
the film *Toxins Return* (directed by Inge Altemeir, published by Global film, Germany, 2009, 45 minutes) Order from <http://www.globalfilm.de>
flip-chart or blackboard
stick-it notes
1 blank white sheet of paper per student
the text *Hands Away (Attachment 1)* for each student

Note The lesson can be finished in 90 minutes or in two lessons following each other. For a 45-minute version, refer to the tips.

Procedure

- Screen the movie.
- Ask about the most important information they want to remember from the film.

Problem statement

- Divide students into groups of four. Their task will be to think about the film and agree on 5 key words that best capture its content and message. You can have several groups introduce their key words as an example.
- When the groups have finished formulating the key words, assign them another task: formulate with one sentence or a short compound sentence the issue as seen by the authors. The sentence may – but does not need to – include the key words.
- When all groups have finished, pair them together. They introduce their problem statements to each other and explain why they have arrived at that particular statement. Both groups shall then agree on one sentence based on the two original statements. You shall then get 3 or 4 statements depending on the number of students in the class. Write them all down on the blackboard or flip-chart.
- Tell the students to unify the definition for the following activity and emphasize that it is necessary to select a sentence that best expresses the core of the issue at hand. They can either try to agree in the same manner or the best statement can be decided upon by voting. The procedures can also be combined depending on how different the respective statements are. The students can suggest another method, too (apart from the idea that you select the best statement yourself :-). Highlight or overwrite the final statement.
- It is a good idea to briefly evaluate how the statements were formed – *How difficult was it to strike an agreement? How did it proceed? Did everybody get a chance to join in the discussion? Did everyone really agree with the final statement? Was it more difficult in the larger groups? Which criteria were the specific selected solutions based on? (Everybody agreed, the louder ones won...)* *What would you change about the procedure so that everyone has an appropriate impact on the decision?*

Pie Chart of Responsibility

- After the problem has been clearly stated, ask the students the following question: *And who is responsible for it?* The class answers in the form of brainstorming. Write down everything that the students say and emphasize that they do not need to limit their answers to persons or institutions appearing directly in the documentary
- For practical purposes the following could be mentioned: Indian suppliers (factory manager), clothing brands, pesticides retailer, pesticides manufacturer, Indian / German / Czech governments, authorized inspection bodies, European legislation, the owner/operator of the fumigation workplace, customers, customs administration, shipping companies, media that do not pay enough attention to the issue etc.
- Then each student draws a circle of 10 cm in diameter on a sheet of white paper. The circle represents the total responsibility for the issue. Their task is to form a pie chart of responsibility. Leave everyone to decide which of them they will include. They shall divide it into sections according to the number of responsibility bearers that they have included, the size of which shall then correspond to the share of overall liability for the issue for each respective player.

Hands Away

- Inform the students that the text was originally written for a consumer campaign that does not primarily focus on toxic substances but on working conditions. However, it still tackles similar principles of responsibility diving as described in the film. It is a contribution to the discussion among the students. Then distribute the texts *Hands Away (Attachment 1)* to the students.
- After they have read the text provide space for the students in pairs to mutually clarify the parts that they have not understood properly. Also ask them what is meant by the term "information asymmetry."
- Students return to their pie charts and if they feel like doing so, they can modify their original pie charts (add or remove responsible entities, change their shares etc.).

Hands Away

- The students form pairs - ideally each pair should be comprised of students who had not been together in the original group of four. Students compare their charts. *Do they include the same items? Do they differ in the share of responsibility attributed to the same players? Did you modify the charts as a result of reading the text?* The pair shall give reasons for the differences. Write down where their interpretations differ.
- Evaluate together the following: *Where did your opinions differ? And conversely, what did the majority of students agree on?*
Concluding questions: *What is responsibility, after all?*
How can the individual players contribute to the solution of the situation?

- If you have only one lesson for screening
Introduce the film very briefly and ask the students to make notes concerning which characters appear in the film. Toward the end, ask the following: *"What do you think the name of the film means? In what sense are the toxins returning?"* If you have no further opportunity to work with the film, you can at least assign the students a short essay to be prepared at home; e.g. with the topic of *"Who do you think is responsible for the whole issue?"*
- The pie chart of responsibility can be created by the whole class together. The students accordingly become familiar with a method of setting priorities in a group. Give each student 7 stick-it notes that represent the votes that they can assign to the individual bearers of responsibility. Several votes can be assigned to one possibility. Let the students attach their stick-it notes to the specific proposals (if you use a blackboard, the students can also mark the proposals that they agree with by drawing dots). The amount of votes defines the size of the sector in the pie chart of responsibility of the respective "candidates."
- Each student converts the votes into a percentage, and determines and marks the corresponding sector of the circle. The students compare the results among each other to see whether their pie charts match.

Attachment 1

Hands Away

"In the past few years, globalization of information has been catching up with globalization of production. Information asymmetry still exists between corporations and consumers, provoking anxiety in consumers because they can only respond to an issue when it has been made public. Only when a company becomes subject to criticism do we see pictures of six-year-olds bending over the workbench or adults stuffed into musty dormitories, thirty per room, where they can briefly rest from sewing the trainers that trainers we wear and the footballs with which we play."

The above extract from the book by Noreen Hertz illustrates the situation in multinational clothing chains.

In the report entitled *Can we ever really know what we are wearing?*¹ we publish answers by the clothing companies on our open letter in which we asked them about the working conditions. A typical answer was: *"We are suppliers, not producers."* The buck-passing reasoning pushes the problem of responsibility aside. The shift of responsibility is highly problematic because without responsibility there is no effort to redress the issue. The fact that the customers dictate to the factories conditions that are often hardly feasible, and that they are not liable for their impacts, is dangerous.

Tradesmen, managers, marketing specialists or the owners of the Western clothing chains are often very wealthy people, while the workers in the developing countries who work 18 hours a day can often feed neither themselves nor their families. Nonetheless, it is difficult to blame the clothing chains owners for specific non-ethical behaviour.

They give work to thousands of workers in the developing countries. The conditions under which this work is carried out, however, strips the workers of their human dignity.

The responsibility chain, however, gets us into a vicious circle where the complaints of the factory workers never reach the root cause, and where the factory management is required to ask for superhuman performance without having any choice about it. Also, the workers and trade unions can never really address those who dictate the conditions – the brand chains.

Source: Hošková, Lazorová, Rychtecká (2011): *Ušili to na nás!* Information leaflet to the campaign for the improvement of working conditions in the developing countries published by NaZemi, Brno.

¹ Hertz 2003: *Plíživý převrat. Globální kapitalismus a smrt demokracie* (The Silent Takeover. Global Capitalism and the Death of Democracy), pp. 135–136.

² More on www.usliltonanas.cz.

Hands Away

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ALWAYS COCA COLA

A LESSON BASED ON WORK WITH THE DOCUMENTARY FILM ALWAYS COCA-COLA

Goals: Students will watch an example, via a multinational company, of a global connection between people in India and Germany. They analyse their diverging views on the company and its activities.
Students compare the images generated by the company with the views of some people who have worked or work for the company.
Students reflect on what affected their impressions of the brand or company.

Curriculum links: Economics, Social Studies

Age: 14+

Time: 45–60 minutes

Materials: worksheet – chart of statements, interview with the director (*Attachment 1*) the film *Always Coca-Cola* (Directed by Inge Altemeier, published by Globalfilm, Germany, 2006; 30 minutes) Order from <http://www.globalfilm.de>
computer and data projector / DVD-player
black-board or brown paper, chalks or markers

Procedure

- Briefly introduce the film to the students: It is from 2006 and its author is Inge Altemeier, a German director who has made several documentaries on economic globalization, the behaviour of large corporations, etc. The film's duration is roughly 30 minutes and it will take us to different locations marked by the activities of Coca-Cola.
- Introduce the issue with the question What image does Coca-Cola have? What do you associate Coca-Cola with? Condense the answers and write them on the board.
- Then screen the film. After it ends, pose the following questions: What has caught your attention? You can facilitate open discussion about what the students bring or let at least three students answer.
- Explain to the students what is going to follow. They can work in pairs. Their first task is to complete the chart of statements from the film. The students neither need to exactly remember the names of the characters nor exactly remember which of the two German workers said which sentence – the essential thing is that they know where the speaker is from and what role he or she has. Then distribute the worksheets (*Attachment 1*). You can do the first column together and then different pairs or groups can choose which person they want to fill in. Some groups can fill in just the workers' statements (1,2), others just the protesters' (4,5), and some the statements from the representatives of the company (6,7). Alternately, they can fill in the three persons in each of the three groups.
- (Answers to the first column: 1. Heiko, Germany; 2. Reinhard, Germany, both of them are former employees of Coca-Cola; 4. Nandal, India, the leader of protests against the Coca-Cola bottling plant; 5. Urimila, India, teacher and participant in the protest rallies; 6. Rajiv, India, bottling plant manager; 7. Coca-Cola spokeswoman, Germany)

Statement	Who said it? Where is he or she from?	Why did the person say it? What reasons did he/she have for it?	Who would probably disagree with him/her and comes from the same country?	Who would probably disagree with him/her and comes from elsewhere?
1. The only objective is to raise the profits of the company's shareholders.	Heiko. Germany		Here and in the last column, students can fill in both the characters that appeared in the film as well as whoever else, including themselves.	

- Give the students 5 to 6 minutes to discuss and complete the chart. Afterwards go through the results together. You can ask, for example: Which statement was the easiest for you to identify with? Which ones were conversely the most difficult to understand? In which statement did you come up with the most potential opponents? If any disagreement over any of the characters occurs, discuss it briefly.
- Then everybody answers (in writing) the last two questions on the worksheet. Discuss the answers briefly. The students can then put the worksheet aside. Invite them to read the part of the interview with the author of the documentary, which is on the other side of the worksheet, in their free time.
- For common consideration and discussion.
 - *What is the image of Coca-cola according to its spokeswoman?*
 - *What is the image of Coca-Cola based on the film?*
 - Return to the notes on the blackboard: *How does this correspond to your image of Coca-Cola at the outset of the lesson? What shaped it?*
 - *Would you add or change anything now?*

More information:

Lok Samiti: *Campaign against the Coca-Cola plant in Mehdiganj* [online] Available at http://www.loksamiti.org/index_files/anti_coke.htm

India Resource Center [online] Available at <http://www.indiaresource.org>

Campaign Killler Coke [online] Available at <http://killercoke.org/>

Attachment 1

Complete the chart based on what you remember from the documentary:

Statement	Who said it? Where is he or she from?	Why did the person say it? What reasons did he/she have for it?	Who would probably disagree with him/her and comes from the same country?	Who would probably disagree with him/her and comes from elsewhere?
1. The only objective is to raise the profits of the company's shareholders.				
2. It's still painful for me to pass by the empty hall or when I see the Coca-Cola adverts and the lorries.				
3. We do not need this company here... We just want them to close down this factory.				
4. This is not the way forward for India.				
5. There are simply too many people living here who are wasteful with water.				
6. Coca-Cola is everywhere where people have fun, where they want refreshment and want to share their experience.				

Briefly answer the following questions:

What do they hold against Coca-Cola in Germany?

What do they hold against Coca-Cola in India?

Attachment 2



An extract from the interview with the director, Ms. Inge Altemeier:

How did the Coca-cola representatives react after the movie was presented?

The Coca Cola representatives of Europe travelled to all TV-stations which had broadcast the film and talked to all chief editors. ARTE and ORF were supporting us, saying that I'm a serious journalist, while SWR told me that I cannot work for them anymore. So Coca-Cola never sued us, but they tried to kill us professionally. In Germany they invited me twice for an interview, let me wait hours and send me back without an interview. It was even worse in India, where they invited us to shoot in a factory, but when we arrived there after a 4-hour flight from South India, they didn't let us in.

You screened the movie in German schools, too, am I right? Which information was the most surprising for them?

They were surprised that „Bonaqua“ is not a mineral water.

What is your personal relationship to this topic?

It was simply my Indian friends who contacted me to make this movie. And I sent our Indian camera-woman Rita, and she was the only one who got the footage of violent demonstrations. Then Nandal and the Anti-Coca-Cola movement got the footage and could use it in court. When Nandal came to Germany in 2009 he told me that the movie had changed the situation totally. There was no beating and violence anymore when they demonstrated. The movie is widely used for campaigning. It's a good example how a global family of activists can change the situation.

For more information directly from the Mehdiganj region go to:

http://www.loksamiti.org/index_files/anti_coke.htm

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REFLECTION WORKSHEET

Name:

Date:

Topic of the lesson:

What was the most important information you learnt in the lesson?

.....

What I found interesting was

.....

I doubt that

.....

I would like to ask

.....

How did I work in the lesson?

I was happy about my work when

.....

The next time I would improve my work during

.....

What bothered me was

.....

BIASED GLOSSARY

ALTERNATIVE INDICATORS OF DEVELOPMENT

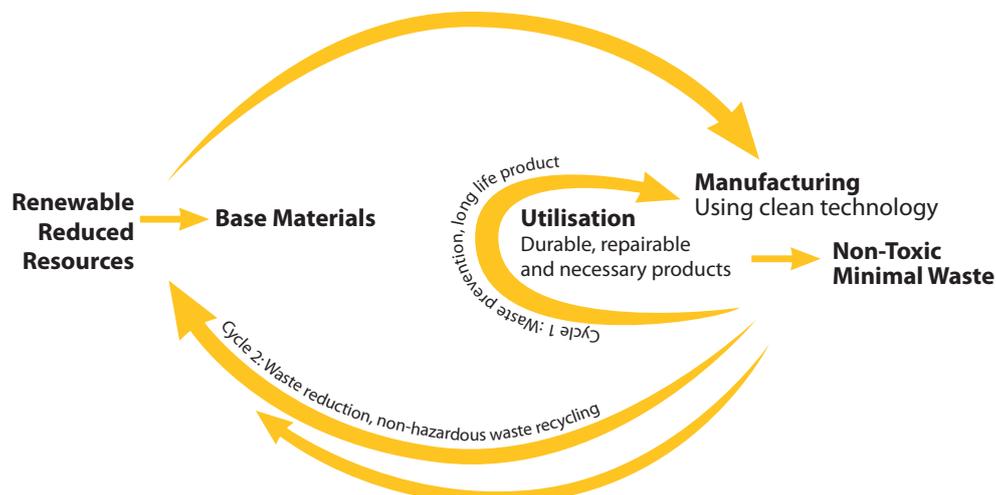
Happy Planet Index (HPI) – The creators of HPI, the New Economic Foundation, have tried to capture what is not included in GDP and HDI. They have proceeded from two assumptions: first, the usual ultimate aim of most people is not to be rich, but to be happy and healthy. Furthermore, it is believed that the notion of sustainable development requires a measure of the environmental costs of pursuing those goals. HPI is calculated approximately by multiplying life satisfaction and life expectancy, and dividing that by the ecological footprint of an average national of a given country. In theory, the values of this index vary from 0 to infinity. Practically, HPI values are between 76.1 for Costa Rica and 16.6 for Zimbabwe (2009 Happy Planet Index). High values do not mean the highest contentment, but the highest environmental efficiency in ensuring life quality. Criticism of this approach is based on the general suspicion of subjective measures of well-being and our ecological footprint. Furthermore, the HPI allegedly ignores issues such as political freedom or exercising human and labour rights. The countries with relatively low life satisfaction but very low ecological footprint can be placed quite high, even when this low ecological footprint is enforced by poverty. More information available at <http://www.happyplanetindex.org>

Human Development Index (HDI) – Considering the criticism of GDP as an indicator of life quality in a respective country, many people have tried to develop alternative statistic measures. The most established one is HDI. It is calculated as a mean value of the indexed values of GNP (Gross National Product) per capita, life expectancy and the average expected school attendance period in a given country. The index number varies from 0 to 1 - the higher the index is, the higher the quality of life in the given country. The evidence value of this index has also been questioned due to the statistics used, lack of consideration of the environmental aspects of the creation of GNP, and the omission of the moral and spiritual dimensions of quality of life. This index was developed by Pakistani economist Mahbub ul Haq in 1990.

By-products are secondary products that are the result of manufacturing processes. They can be either useful (in which case we call them by-products) or not useful/toxic (in which case we usually call them waste). For instance: when we harvest a grain field the main product is grain and the by-product is straw. Straw is an example of a very useful by-product, as it can be used for feeding animals, insulation, roofing, litter and a number of other things. The opposite example would be perhaps spent uranium rods from nuclear power plants. The main product (in economic terms) of the nuclear reaction is energy/electricity and the spent (and highly radioactive) rods are an undesired by-product - waste. From an economic point of view they are totally useless (or more precisely they have a negative economic value as their elimination or removal are very expensive) and they are also extremely damaging both to health and the environment.

CAP (Common Agricultural Policy) is the EU programme of agricultural subsidies. Almost 50 % (about €50 BN) of the EU budget is allotted for agricultural subsidies to European farmers every year. This helps keep their costs low and ensures continued mass-scale food production in EU countries. While the goal of CAP has been to provide producers with a decent payment for their goods and consumers with affordable food, critics have over the past few decades warned about artificially high prices, unjust support to large-scale producers, negative effect on local food supply in other parts of the world and substantial environmental damage due to intensive industrialized farming. It is necessary to realize that this European policy was formed in the context of trying to achieve food self-sufficiency after the Second World War.

Closed Loop Production is a special type of a production system, where there is no (or minimal, non-toxic) waste as the materials used in the production are recycled and used again. This kind of production reduces pollution and uses renewable sources of energy.



In a closed loop system producers are considered responsible for the entire life-cycle of the product - even after its lifespan. This means that when a product becomes defunct the producers use the defunct products as input resources in the production cycle. A well known version of this model is called Cradle to Cradle and it is a proprietary term and certification process developed by Michael Braungart and William McDonough. This approach models the production cycle according to regenerative cycles in nature.

Consumer Society – It is a concept describing western societies at the end of the 20th century. It is characteristic by the fact that social relationships, identities and behaviour are organized around consumption, rather than production. This kind of society stimulates excessive or unnecessary consumption due to significantly increased production capabilities. Expansion of production is supported by companies. The goods produced have an increasingly shorter life-span (especially in clothing and high-tech) as they are not meant to last, but to be replaced quickly with newer, fashionable models. Consumer society prefers material values to spiritual values. Identities are being built through the possession and consumption of things. According to United Nations Development Programme, 20% of the richest population gets a share of 80% of the world's consumption. Only the minority of the world's population, including the Czech Republic, can behave in a consumer way, at the expense of the world's majority.

Cooperatives – A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise. Ranging from small-scale to multi-million dollar businesses across the globe, co-operatives employ more than 100 million women and men and have more than 800 million individual members.

Corporate Social Responsibility has been developing since the early 1990s, and extensively since the turn of the century. Consumers today are more and more interested in social, environmental and other ethical topics, which is the main reason why corporations try much more than before to present their responsibility.

The point is that the corporations have committed themselves to following high ethical standards regardless of whether they are required by law or practical considerations. The basics of corporate social responsibility are the integration of environmental and social criteria into the management of the corporation. Nonetheless, it is important for these standards not to be implemented only superficially, to advance the interests of corporations themselves, but to have a real positive impact on the situation of the local community, chains of suppliers, health of consumers, the environment and decent working conditions for the corporations' own employees. If corporate social responsibility policy is subordinated to the marketing of the corporation, then we usually talk about greenwashing (in this case sometimes called blue or white greenwashing). Similarly, if a corporation ignores all the problems arising from its own entrepreneurship it focuses on its corporate social responsibility policy only for the purpose of charity.

Dumping is a situation when someone offers products for a price which is lower than the usual market price, therefore creating the possibility of the price being below production costs. The motivation for this aggressive strategy is the struggle to eliminate competitors. Well-capitalized corporations can afford to sell at a loss for a short or mid-length period provided that when they finish dumping, they can gain predominance on the market. It is extremely difficult to prove dumping. Even when it can be prohibited in some cases, these legislative processes are rarely successful. Subsidies, which decrease production costs, can become a means of dumping. However, this is not the WTO definition of dumping; the WTO defines it as selling exported goods for less than their price on the domestic market. Due to the fact that in Europe domestic subsidised prices are often lower than production costs, the WTO definition is less strict. In particular, it means that the import of many subsidized products is devastating for local producers in underdeveloped countries, yet this practice is legal and it is not officially considered dumping.

Externality - Externality is a consequence of an economic activity or decision which affects other entities without them being the cause (they do not participate in this economic activity). Externality as a consequence means that somebody covers a part of costs or contributes to revenue from the economic activities of someone else. Pollution or the consumption of free natural resources (such as water) is considered negative externality - the companies don't have to pay full compensation for the environmental damage that they cause. (Costs are partly covered by local people who can not drink water from the polluted river or fish there, etc.) This helps make their products cheaper.

Fair trade – Fair trade is a type of trade aimed at direct and effective support of disadvantaged growers and craftsmen from underdeveloped countries in Africa, Asia and Latin America. It is based on developing a partnership between producers on the one hand and consumers on the other.

- To producers, Fair Trade offers fair trading conditions, the possibility to escape poverty, living their life in dignity and plan for the future.
- Also, to consumers, it gives the possibility to participate in reducing the poverty of people all around the world easily and efficiently by something as simple as everyday shopping.

Food Security - The World Food Summit of 1996 defined food security as existing "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". Commonly, the concept of food secu-

rity is defined as including both physical and economic access to food that meets people's dietary needs as well as their food preferences.

Food security is built on three pillars:

- Food availability: sufficient quantities of food available on a consistent basis.
- Food access: having sufficient resources to obtain appropriate foods for a nutritious diet.
- Food use: appropriate use based on knowledge of basic nutrition and care, as well as adequate water and sanitation

Food Sovereignty – 'Food sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems.' That is the definition of food sovereignty by the Declaration of Nyéléni, the Forum for Food Sovereignty 2007. The aim of the declaration is to achieve food safety which means people have constant and economical access to food as defined by UN. The concept of food sovereignty, born from civic mobilization, underlines the right of nations and their people to declare their own systems of food production (production, distribution and consumption) without being dependent on fluctuating international markets.

Thus, it is not possible to fulfil food sovereignty without being able to control the main determinants of current agricultural policies, e.g. rules concerning tariffs and domestic benefits which are decided within business policy, especially via the World Trade Organization. In the Czech Republic, Prague Global Policy Institute, Glopolis, deals with this topic and the cohesiveness of agricultural and development policies.

GDP – Gross Domestic Product is an indicator that measures the value of all material goods and services produced in a given country in a given period (usually a year). It is often used as the main indicator of economic development, although it is by its nature not very revealing. For instance all petroleum exporting countries have very high GDP, but many people in those countries remain very poor, because wealth distribution is very uneven. GDP also tells little or nothing about the quality of life in a given country. Its validity is questioned on many grounds. Some would say that GDP is an absurd measure as for instance a road crash or an avalanche can contribute to a higher GDP because many services are required to amend the incurred damage. So, even if the situation is worse than at the beginning, the country would exhibit a higher GDP.

Global (Environmental) Footprint – This is a measure of sustainability of a life style of a certain individual or population. It represents the overall amount of biologically productive land and sea necessary to secure and restore the resources and to mitigate waste produced by a given population when using common available technologies. It is estimated that on average we are exceeding the environment's capability of renewing herself by about 0.2 of the Earth. However, this number is significantly higher for industrialized countries. Environmental footprint provides a different image of wealth and poverty than standard macroeconomic indicators. Developed countries are often among economic debtors, whereas underdeveloped countries among economic creditors. An average national of the Czech Republic needs 2.5 planet Earths to follow his or her given lifestyle.

Greenwashing – Greenwashing is the deceptive use of green PR or green marketing in order to promote a misleading perception that a company's policies or products are environmentally friendly. Greenwashing is the scarcity of credibility and usability of information published by companies. The typical tools of greenwashing are annual reports or various baseless statements on products. Greenwashing can have various forms: superficial affirmation about improvements without quantitative data, selective facts which highlight improvement in one area whereas other important areas are ignored, and superficial or deceptive verification of claims by a third person. The term was coined in 1986 by environmentalist Jay Westerdeld.

Human Rights are rights that apply to all humans, rights to which a person is entitled simply because he or she is a human being. They are essential for living one's life in dignity, liberty and equality. Considering what values they hold, we can retrace the origins of human rights in various world religions, as well as in the Age of Enlightenment. According to most legal systems, human rights are part of international law and they represent a collection of civil, political, economic, social, cultural and collective laws, which are protected in international law by international and regional human rights contracts, as well as by the constitutions of many countries. The key values of international human rights documents are: human life, dignity, liberty, equality and property.

They were first defined by the UN Universal Declaration of Human Rights in 1948. Everyone is entitled to all the rights and freedoms in this declaration 'without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.' As well, the declaration says, 'everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.'

IMF – The International Monetary Fund is an institution that oversees the international financial system. Its main purpose is the stabilization of international exchange rates and the liberalization. Voting power in the IMF is propor-

tional to the amount of special drawing rights paid in the fund. Critics such as Joseph Stiglitz argue that the fund no longer serves any purpose. Many of the countries that followed the IMF's Structural adjustment programmes faced severe economic and social consequences, which resulted in widespread poverty and the dismantlement of public health, welfare and education systems.

Jevons Paradox – In economics, the Jevons paradox (sometimes Jevons effect) is the proposition that technological progress which increases the efficiency with which increases the quantity of the resource demanded (rather than decrease) the rate of consumption of that resource. In 1865, the English economist William Stanley Jevons observed that technological improvements that increased the efficiency of coal-use led to the increased consumption of coal in a wide range of industries. He argued that, contrary to common intuition, technological improvements could not be relied upon to reduce fuel consumption

The issue has more recently been re-examined by modern economists studying consumption rebound effects from improved energy efficiency. In addition to reducing the amount needed for a given use, improved efficiency lowers the relative cost of using a resource, which increases the quantity demanded of the resource, potentially counteracting any savings from increased efficiency. Additionally, increased efficiency accelerates economic growth, further increasing the demand for resources. The Jevons paradox occurs when the effect from increased demand predominates, causing an increase in overall resource use.

Local Economy – The term usually refers to the total of economic activities of a given community. Depending on the perspective, local economy can also refer to regional or national economies. The theorists that oppose the neoliberal economic theory of globalized markets and large scale (supposedly cost-effective) production argue that supporting local producers and making local purchases has a cumulatively stimulative effect on the general wealth of the community. According to Michael Shuman:

1. The wealthiest communities are those with the highest percentage of jobs in businesses that are locally owned. A growing body of evidence suggests that local ownership in businesses pumps up the multiplier effect of every local dollar spent, which increases local income, wealth, jobs, taxes, charitable contributions, economic development, tourism, and entrepreneurship.
2. The wealthiest communities are those that maximize local self-reliance. This doesn't mean that they cut themselves off from global trade. But they rely on trade only for the diminishing universe of goods and services that they cannot competitively provide for themselves.

These assumptions are also strongly supported by a group of theorists that are referred to as Gandhian economists.

Marketing Communication – Images and messages that a company (or an interest group, a political party, etc.) uses to communicate with its target audience. This communication has marketing aims (particularly to increase sales of products and services). Different activities such as advertising, branding, graphic design, special promotional activities, PR etc. all fall under the umbrella term of marketing communication. Lately branding, which consumers can identify with, has become perhaps the most important part of marketing communication. The products become more and more related to the brands that market (and not necessarily produce) them. The clothing industry may serve as a prime example. The perceived symbolic value of a certain brand has a lot of influence on consumer behaviour.

Millennium Goals – In September 2000, building upon a decade of major United Nations conferences and summits, world leaders came together at the United Nations Headquarters in New York to adopt the United Nations Millennium Declaration, committing their nations to a new global partnership to reduce extreme poverty. This declaration, which has become known as the Millennium Development Goals, has also set out a series of time-bound targets – with a deadline of 2015. The eight goals include halving extreme poverty by 2015, providing universal primary education, establishing a global partnership for development, and others. It is already clear that the goals will not be met, in spite of proclaimed universal governmental commitment.

Monopoly – Aside from being a popular board game the term also describes the condition where there is only one producer of goods or services for a particular market. For the practical purposes of dictating market prices and trading conditions it is not necessary for a single company to control 100% of the market, but share that is large enough to enable them to dominate the market. Microsoft may serve as an example for the software market.

Monopsony – Is the opposite equivalent of the monopoly. In case of monopsony there is only one major buyer on the market. In such an event it is the buyer that dictates the price, not the producer. An example would be a situation where there is only big company in a certain area and that company is the only employer – the only purchaser of labour. Such a company can offer very low wages to its employees as they have little choice to find other jobs. A single company can be in the position of a monopolist and a monopsonist at the same time – but on different markets.

Oligopoly – It differs from the monopoly in the sense that there are more large-scale providers of goods and services, but still not enough to enable true competition. Both monopoly and oligopoly enable the companies to overcharge for their products or services, since there is less competition than in markets where more players are

present. Sometimes the companies or countries that produce a certain commodity form cartels, which are a special type of agreement among the big players that help them to dominate the smaller ones. OPEC on the oil market is perhaps the best known example from history.

Oligopsony – It is the opposite equivalent of oligopoly, but on the side of a buyer. The term describes the situation when a small number of big buyers control the market from the demand side. Many international food markets work in such a way (coffee, tropical fruits, cocoa, etc.). There are millions of small farmers that can sell their products only to a handful of companies, who dictate the prices.

Poverty – Absolute poverty is the inability to afford basic human needs because a person does not have enough money or material possessions. Sometimes we talk about so called extreme poverty, a condition when a person is permanently and immediately endangered. 1.2 billion people are estimated to live in absolute poverty today (related to 2008). In economics it is a situation when in the long term a person does not have more than a dollar a day. On the contrary, relative poverty is considered in comparison to the social standards in a given country. It is a situation when an individual can not fully participate in social events and does not have the usual standard of living as compared with others within a country. Relative poverty is not easily quantified; we talk more about a measure of income inequality among people in a certain society (e.g. a state).

PPP (Purchasing power parity) is an economic theory that estimates the amount of adjustment needed on the exchange rate between countries in order for the exchange to be equivalent to each currency's purchasing power. The relative version of PPP is calculated as:

$$S = \frac{P_1}{P_2}$$

Where:
 „S“ represents exchange rate of currency 1 to currency 2
 „P1“ represents the cost of good „X“ in currency 1
 „P2“ represents the cost of good „X“ in currency 2

Shareholder Activism – The term denotes an attempt by one or more shareholders in a company to alter the business practices of the company, usually not in accordance with the wishes and decisions taken by the management. Shareholder activists may have various motives for their actions that range from being purely profit oriented (cutting unnecessary costs, reorganizing production, etc.) to being socially and environmentally motivated. Shareholders with enough shares can significantly affect company policies. While single shareholders may not necessarily be able to push their agenda to the end, they are often able to block (veto) important decisions. Shareholder activism is related to socially responsible investing.

Subsidies – Certain forms of financial assistance to producers are called subsidies. Most commonly they are employed in the agricultural sector or in those types of industries which are considered to be of special 'national importance'. However, while subsidies may have beneficial effects for producers in a given country, they can have detrimental effect on producers in other countries, because they can not compete fairly with subsidized production and are thus squeezed out of business.

Tobin Tax – Named after the Nobel laureate James Tobin, the term is commonly used for the tax on spot currency conversion and on general financial transactions. The idea behind the tax is that large-scale financial speculation and triangulation with foreign exchange could be prevented by the inclusion of a small tax (0.1–0.25 %) on all international financial transactions. Such a tax would render speculative profit generation too expensive and could also serve to accumulate funds from which resources could be drawn to address the most pressing global issues, such as poverty, climate change, etc.

(Trade) Unions are organizations of workers that have banded together to protect their rights and to achieve common working, economic, political, social and other goals. The activity of the unions is based on human rights – freedom of assembly and collective bargaining. Free unions should negotiate with the employer or the state on behalf of union members; this may include the negotiation of wages or working conditions. In some countries, unions are guaranteed liberty and considerable power by the law, an employer has to negotiate e.g. the economic situation in a company, wages, working conditions, amount of work, working pace or safety training, etc. with unions. In other countries the activities of unions are suppressed, either directly by a political regime or by business corporations which are given free rein by the regime to suppress unions, even by force. Many corporations, such as Coca-Cola, Nestlé, Chiquita or Nike, faced accusations of violating workers' rights to assemble and collective bargaining in many countries in the past.

Tragedy of the Common is a dilemma arising from the situation in which multiple individuals, acting independently, and rationally consulting their own self-interest, will ultimately deplete a shared limited resource, even when it is clear that it is not in anyone's long-term interest for this to happen. This dilemma was first described in an influential article titled „The Tragedy of the Commons,“ written by Garrett Hardin and first published in the journal

Science in 1968. Hardin wrote about the example of shepherds that herd cows on the common pasture. Every time a single shepherd adds a cow to the pasture he reaps all the benefits (the cow grows and produces milk) while the pasture is degraded to the detriment of all. If all shepherds behave in this way - pursuing their own interest the common property is destroyed because of overgrazing. This example is often linked to the issue of depleting natural resources (such as forests and water) for the benefit of the few but at the expense of all. The idea also resonates in J.M. Keynes' ironic quote about capitalism: Capitalism is the astounding belief that the wickedest of men will do the wickedest of things for the greatest good of everyone.

Transnational Corporations – A transnational, or multinational, corporation has its headquarters in one country and operates wholly or partially owned subsidiaries in one or more other countries. The subsidiaries report to the central headquarters of the transnational corporation. The growth in the number and size of transnational corporations since the 1950s has generated controversy because of their economic and political power and the mobility and complexity of their operations. Some critics argue that transnational corporations exhibit no loyalty to the countries in which they are incorporated but act solely in their own best interests.

Virtual Water – Water implicitly contained or embodied in products in the production of which it was used is called 'virtual' water. Virtual water is an amount of water used to produce a unit of a particular product (goods) and it is usually referred to in units of volume per a product unit (e.g. 1000 litres per 1 piece or 1 kg). In other words, the content of virtual water in a product refers to a real amount of water used to produce this product in a place where it was really produced.

Water Privatization is a phrase drawing our attention to the way water has been converted from public property to an economic possession, resulting in unequal access to water. Private enterprise with water can be divided into two main areas – firstly, it is the provision of water services and sanitation, secondly, we talk about sale of water resources themselves, most often as bottled water. This progress has been supported by General Agreement on Trade in Services (1994) which makes liberalization of trading, including water trading, easy.

The general concept of water privatization stands for many forms of private sector participation. Getting water from groundwater reservoirs, purifying of water, its distribution, then the construction and maintenance of water infrastructure are among the operations that private corporations can be responsible for. Water trading services are naturally monopolistic and profit interests do not take into consideration the sustainability of water resources or social equity. The struggles for water and access to it in many places around the world have led to the development of the idea of water as a human right. On July 28, 2010, 122 countries acknowledged the 'right to water' in an UN General Assembly Resolution. In September 2010 UN Human rights council adopted a similar resolution.

World Bank – The World Bank is an international financial institution that provides credit to countries. It is made up of two institutions: IBRD – the International Bank for Reconstruction and Development, and IDA – the International Development Association. Many critics consider the conditions under which the loans are offered as damaging to the development of the recipient countries, since they often involve drastic cuts in welfare programmes and public spending. Together with the IMF, the World Bank formed the core of the Bretton Woods financial systems.

World Trade Organization (WTO) is the only international organization that deals with trading rules on a global level. Its purpose is to eliminate the barriers to free trade such as tariffs and quotas. Complex negotiations about trade rules can turn into decades-long discussions and are known as 'rounds'. The current round of negotiations is known as the Doha Development Round. The officially stated purpose of these negotiations is the further development of disadvantaged economic systems and other development through liberalized trade. However, many experts and governments of economically disadvantaged countries oppose further liberalization as past experience has shown that trade liberalization has only deepened the gap between the rich and the poor and has had counter-productive results.

UnderCover

RESOURCE BOOK ON GLOBAL DIMENSIONS OF OUR CONSUMPTION FOR TEACHERS

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