

# The Business of Food: Who Makes the Rules?



---

## INSIDE

---

- DVD
- Classroom Activities
- Ideas for Action

---

**Development Education** seeks to encourage critical thinking about global inequality. It aims to increase knowledge and understanding about global development issues; to transform our attitudes in relation to the developing world; and to enhance skills to take action for global equality and justice.

---

## How to use this Teacher's Pack

This **Business and CSPE/Citizenship resource** has been developed for teachers to explore, with your students, the impact of trade on hunger and poverty in the developing world.

It contains:

- Classroom exercises and lesson plans;
- Video footage with stories from the developing world; and
- Ideas for Taking Action.

This pack has been written to complement the CSPE/Citizenship and Business curriculums and doesn't have to be followed in a linear fashion if the teacher chooses.

The links with **CSPE** focus on the concepts of Interdependence, Rights and Responsibilities and Development and Unit 4: Ireland and the Wider World. For the **Northern Ireland Revised Curriculum** the resource is suitable for Learning for Life and Work, Geography, Global and Human Rights Education.

The links with **Business** focus on Unit 6: Domestic Environment and Unit 7: International Environment as well as International Trade and Payments within the **Economics** curriculum. For the Northern Ireland GCSE Business Studies specification it links with Unit One: 'The Role of Social Enterprise' and Unit 2: Business Growth and International Business and the Global Market.

This resource can also be used as part of a **Transition Year** module.



Senior cycle-specific activities for Business/Economics students will be clearly indicated by this icon and coloured box. All other activities are suitable for both Junior and Senior Cycle students.

## Contents

- 
- Pg 3 Teacher's Notes on Poverty and Trade: A Global Snapshot.
  - Pg 4 Introduction: Did you know?
  - Pg 5 Where does our stuff come from?
  - Pg 7 What do we mean by 'Trade'?
  - Pg 8 Playing by the Rules (Senior Cycle Business/Economics).
  - Pg 10 Through Other Eyes.
  - Pg 11 MNCs: Who's got the Power? (Senior Cycle Business/Economics)
  - Pg 12 The Rights Stuff (Senior Cycle Business/Economics).
  - Pg 13 Finding Another Way: Exploring Trócaire's Work.
  - Pg 14 Hitting a Brick Wall?
  - Pg 15 Active Citizens – Take Action Now!
- 

Source of Cover Image: Fastenopfer – Swiss Catholic Lenten Fund/Switzerland  
Agency: Spillmann/Felser/Leo Burnett

Printed on recycled paper, 2010

# Poverty and Trade: A Global Snapshot

Globalisation is a process of increasing the interconnectedness of individuals, groups, companies and countries, brought about by technological, economic and political changes. Trade is a driver of globalisation. It's about countries buying and selling their goods and services and developing business relationships. For example, Ireland sells pharmaceuticals, computers and live animals. However, we need to buy clothing, oil, petrol and certain foods that we cannot produce ourselves. Therefore we trade with other countries for these goods.

The benefits of globalisation have been unevenly spread. The weaker, poorer members of society have tended to lose out. For example, small farmers in developing countries who cannot compete with cheap imports from abroad find their livelihoods are undermined. The accompanying DVD gives many examples of this. However, globalisation also allows people worldwide to link up in efforts to promote justice and sustainable development.

The World Trade Organisation (WTO) is a forum where countries agree trade rules. The WTO currently has 153 members. In theory all countries have an equal voice at the WTO. However, richer nations dominate because of their greater bargaining power and because they can afford to have many trade experts fighting for their interests. Poorer countries, by contrast, suffer from a lack of capacity to propose and defend trade rules which would be in their interest.

Trade is vitally important for countries as it's the main way they earn their income and thus provide for their citizens. When income rises it leads to growth in the economy and the government can use that money to improve infrastructure and services leading to a better standard of living for its citizens.

Trócaire works with people living in poverty in 26 countries in the developing world. With seven out of ten of the world's poor earning their living from farming, Trócaire believes that a better deal in agricultural trade could lift many people out of the cycle of hunger and poverty.



**"It is clear that improvements in the lives of the poor have been unacceptably slow, and some hard-won gains are being eroded by the climate, food and economic crises"**

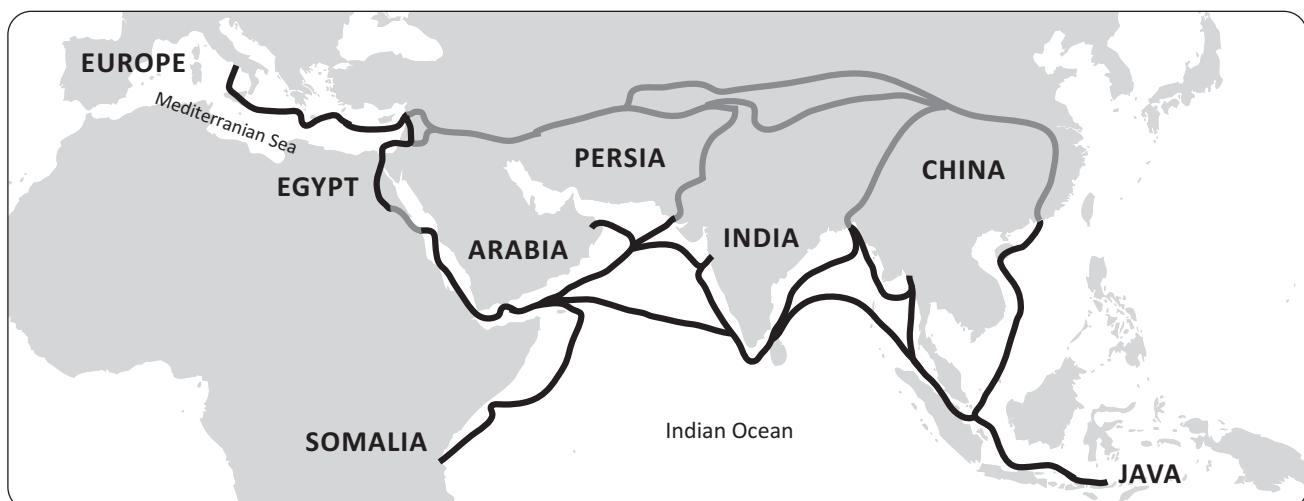
UN Secretary-General Ban Ki-moon

The Millennium Development Goals (MDGs) are eight international development goals that all 192 United Nations member states have agreed to achieve by the year 2015. They include reducing extreme poverty, reducing child mortality rates, fighting disease epidemics such as AIDS, and developing a global partnership for development.

---

**Goal 8** aims to develop a global partnership for development where we can all work together as global citizens to eradicate poverty. This includes ensuring Ireland meets its aid targets and assists in the development of a fair trading system.

---



**Not a new phenomenon:** The 'Silk Road' was an important path for cultural, commercial and technological exchange between traders and merchants from Ancient China, Ancient India, Ancient Tibet, Persia and Mediterranean countries for almost 3,000 years. It extended 4,000 miles and the routes enabled people to transport goods, such as silk, perfumes, spices, medicines, jewels, glassware as well as slaves. It also helped the spread of knowledge, ideas and cultures between different parts of the world. Trade on the Silk Road was a significant factor in the development of the great civilizations and in several respects helped lay the foundations for the modern world.

# Our Basic Right: Food

Human beings have rights. This is as a result of the Universal Declaration of Human Rights. Though not formally legally binding, the Declaration has been adopted in many national constitutions since 1948 and it serves as the foundation for many international laws promoting human rights. One of the most basic human rights is the Right to Food. However, in our world today 1.02 billion people are hungry. This represents one person in every six. 75% of the world's poor live and work in rural areas and depend on agriculture for their livelihoods. Nevertheless, despite trying to grow enough food to feed their families and sell at the market, over one billion people do not have enough to eat. The majority of the world's poor live in developing countries.

People are hungry because they do not have enough food. However, there are many complex reasons why people don't have enough food. For example, in conflict zones many people are forced to flee their homes and farms and move to camps, where they have to rely on Food Aid. Women in developing countries are more likely to suffer hunger than men as they are more likely to receive poorer wages, leave school early and feed their children first. People living in countries with poor health services often have to spend a big proportion of their income on medicine.

---

**Millennium Development Goal 1:** By 2015, we will halve the proportion of people who suffer from hunger.

*United Nations, 2000*

---

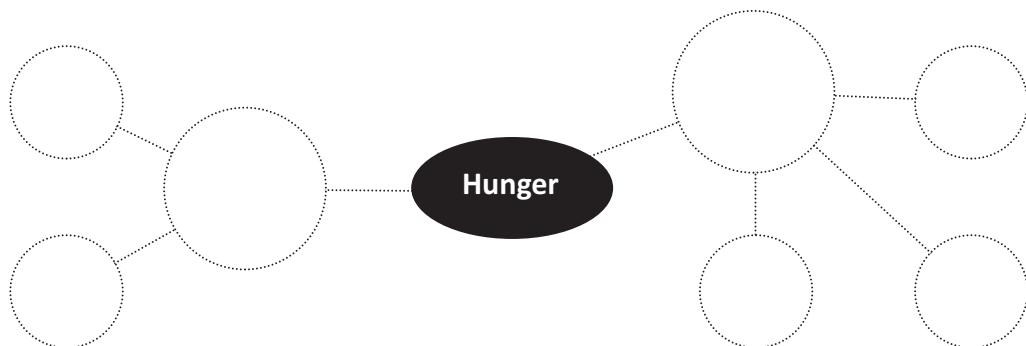
## Activity One: Did You Know?



This activity aims to encourage young people to start to think about the causes of hunger and poverty.



Draw the spidergram below on the board or photocopy it onto A3 paper. Invite groups of 4 – 5 students to brainstorm what they think are causes of hunger or lack of food. The group can write up the causes on their spidergram. Students can expand this diagram with more legs if necessary. Nominate one student from each group to feedback to the whole class with what causes they identified.



Examine the students' diagrams and discuss what causes of hunger they explored.

**Discussion Points:** Why is it that some people in certain countries are more likely to be hungry? Why are there food shortages in some parts of the world and food surpluses in others? Can you think why women and girls are more likely to suffer from hunger? How can a lack of education lead to hunger? How can HIV, AIDS or other diseases impact on hunger? Is child labour a cause?

### Follow Up

Hang these spidergrams around the room or hold onto them for later lessons. These sheets illustrate where your students have started. Use them at the end of the module to compare and contrast how their knowledge and opinions have developed.

## Talking Trade

One of the causes of hunger is unfair trade rules. When we talk about trade we are referring to how countries buy and sell goods and services. By buying, and selling, goods and services countries receive income. This income is used to improve a country's standard of living by investing in roads, hospitals, schools and services like social welfare, health and education. But who trades? Individuals, companies, governments... almost everyone, in some shape or form, is involved in buying and selling goods and services in order to satisfy their needs and wants.

## Activity Two: Where Does Our Stuff Come From?



This activity aims to encourage students to reflect where the goods and services they purchase come from, and to understand interdependence between countries.



Photocopy or ask students to draw the grid (Handout One, page 6). Include other categories that you think are relevant. Encourage students to fill it in at home. Discuss their findings during the following lesson.

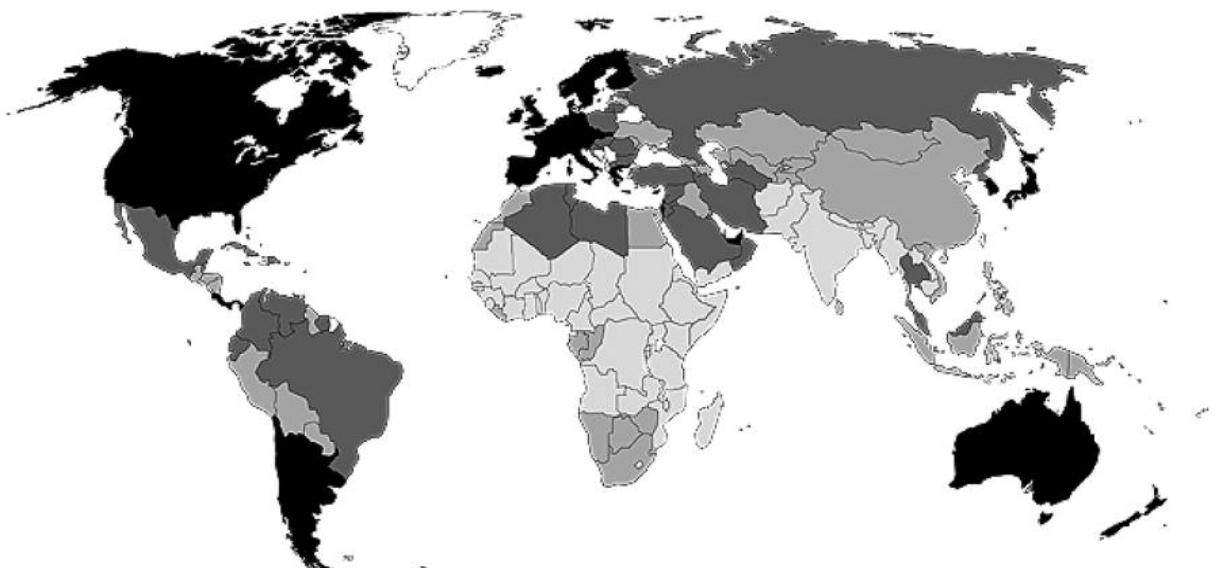
**Discussion Points:** What have they learned about where their food, clothes and other items come from? Do they know where the companies that produce an item are based? What does this indicate about how goods are made and transported? Are they surprised by what they have found out? Would this be possible without trade?

## Frequent Flyers

Most of the goods and services around us have travelled many miles and have been in many forms before they reach us. Chances are that the cobalt used to make your mobile phone battery has come from the Democratic Republic of Congo, the heating oil in your radiators from Nigeria and the coffee you drink at home from Nicaragua or Ethiopia. We depend on trading to provide us with our basic needs and wants. Equally we need to produce goods and services in exchange for what we buy from other countries. Ireland is well-known for its pharmaceuticals, its livestock and meat products. However, most of what we use and consume has come in full or in part from abroad. Through trading we have access to greater choice and better quality goods and services. It has made our lives more comfortable.

---

### Poorest Countries according to Economic and Social Indicators

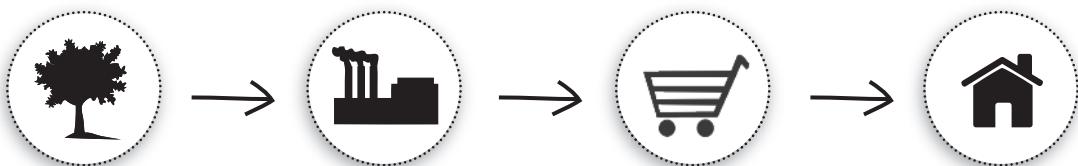


Source: UN Human Development Index 2009



## Student Handout

### Where does our stuff come from?



Category	Item	Country of Origin
Clothing	<i>Top Shop t-shirt</i>	<i>Bangladesh</i>
Food	<i>Grapes</i>	<i>Morocco</i>
Other	<i>iPod</i>	<i>Manufactured in Taiwan Assembled in China</i>

## **Activity Three: What do we mean by ‘Trade’?**

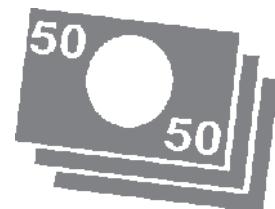
- This activity aims to develop students' understanding of the term 'trade' and why we all buy and sell goods and services.
  - Watch **Part One** on the DVD included with this resource. Ask the students to take notes when watching the film.

After viewing ask students to compare what they discovered in the film with their spidergram from Activity One.

**Discussion Points:** After viewing the film, what is your understanding of the term 'trade'? Do you buy and sell goods and services? What goods do you buy regularly? What services do you buy regularly? According to Michael and Ciara, why do governments buy goods and services? What are the similarities and differences between their views and your own views? Are there any words or ideas you would like to add to the spidergram? What is the most striking piece of information you hear about?



To understand the terminology associated with trade, why not photocopy the Glossary of Terms on Page 16 for your students to use as a reference point.



## Follow up

-  Add any new causes, ideas, statistics or further questions to the spidergrams in a different colour.

# What Is Free Trade?



## **Curriculum links - Business: Unit 7.1; Economics: International Trade and Payments. NI - GCSE Business Studies: Unit 2: International Business and the Global Market.**

Trade liberalisation has been the driver of globalisation for the past two decades. Trade Liberalisation is the movement towards removing barriers that restrict the importation and exportation of goods and services between countries such as import quotas and tariffs. However, for small farmers in developing countries, the opening of trade markets has damaged the viability of farming as a livelihood. Poorer countries have been left to specialise in the production of a limited number of primary commodity exports. Often the primary commodity, for example coffee beans, is sent overseas to be developed into products suitable to be sold. Normally the profits go to the area where manufacturing takes place, such as the EU or USA.

**Did you know? GATT (General Agreement on Tariffs and Trade)** was formed as a result of the UN Conference on Trade and Employment in 1949 and lasted until 1993, when it was replaced by the **World Trade Organization** in 1995. Irish man Peter Sutherland was Director-General of GATT until 1993 when he became Director-General of the WTO.



## Activity Four: Playing By The Rules



This activity aims to demonstrate how trade can benefit or hinder the economic development of different countries and enable students to experience the inequality of trading relationships. It intends to reflect the reality of trade.



This is a group activity and you'll need an hour or double class to do it completely.

### Before the activity – Prepare! (Refer to Handout Two, page 9)

Divide your students into four or five groups. Give each group a set of equipment in envelopes as listed on Page 9. You need to have at least one Group A, B and C. You will also need to have one student/colleague to act as the President from the World Bank (Banker). You can act as Director-General of the WTO.

**Rules:** The objective for each group is to make as much money as possible using only the materials they are given. They make money by manufacturing and selling goods. These goods are the shapes shown, coffee, wood, oil, diamonds. Each has its own value. The groups should take these to the banker in batches of five similar shapes. The banker will check them and credit the value of the group's account.

The Director-General allocates each group an area of the room with a desk. Read out the objective of the game, repeat the rules and announce that 'manufacturing can begin'.

At the beginning students may be confused but the Director-General of the WTO must remain silent or simply repeat the rules. After a while the students should begin negotiating, bartering, manufacturing and trading.

Manufacturing and trading should continue for 30-40 minutes in total.

### During the activity – Action!

The Director-General is the only person who can see the game developing so it's important that you keep an eye on alliances, deals and discussions. You might need a pen and paper to note down your observations. Some groups will feel neglected so you may need to feed in more information. However, some of this can be done in secret to benefit only one particular group (mainly Group A!).

During the activity the Director-General can choose to stimulate the activity by creating new trading situations.

1. The Director-General can choose to change the value of some shapes. This reflects a fall in prices of a particular commodity in real life when there is dumping of products on poorer markets that undercuts local sellers.
2. The Director-General can choose to feed some of your own extra secret supply of paper to one group and announce that a new raw-material deposit has been discovered by this group, which reflects the discovery of oil or minerals in real life.
3. The Director-General could also decide to give a greater value to the yellow (coloured) paper than the white paper but only choosing to tell Group A. This reflects the real-life situation where a resource is found whose potential value is not known in the country in which it's found.

### After the activity – De-Brief!

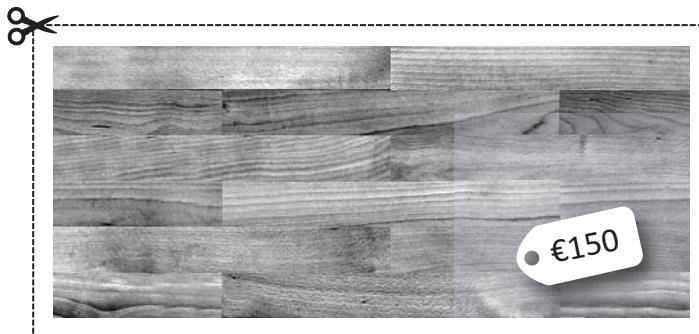
If the game goes according to plan, it should soon become clear that the whole set-up is unbalanced right from the start. The groups' resources are unequal and there may be complaints of 'it's not fair'.

A useful starting point for debriefing is to explore how particular students felt during the game. Begin by asking the groups how they felt about being poor or rich. Ask them to recall instances during the game and discuss their reactions to what happened.

---

**Discussion Points:** Try and help the group see that the activity is a reflection of the way the world's trading system is structured. Ask the players why the game isn't fair? Ask them what countries they think they represent? Why do they think they got more of some resources and less of others? Have they any examples of goods that they think are traded in this way? In what group of countries do you think Ireland lies? What do they think the impact of this structure is at a local level for poor farmers and producers? How would this structure affect poverty levels? Did they enjoy the activity and if so, why or why not?

---



## Student Handout

### Playing by the Rules

#### Resources

##### Group A

- 2 sets of scissors
- 2 rulers
- 1 compass
- 1 set square
- 1 protractor
- 1 sheet of white paper
- 6 €100 notes
- 4 pencils

##### Group B

- 10 sheets of white paper
- 1 sheet of yellow/coloured paper
- 2 €100 notes
- 4 sheets of white paper
- 2 €100 notes
- 2 pencils

##### Group C

#### Who's who?

##### Director-General of the WTO

Leader

##### President of the World Bank

Banker/Accountant

##### Group A

USA, EU, Japan, Australia

##### Group B

India, Brazil, Mexico, China, South Africa

##### Group C

Uganda, Liberia, Haiti, Bangladesh

## Activity Five: Through Other Eyes



This activity aims to look at the issue of trade, and its impact on hunger, through different perspectives from Ireland and the developing world



Watch **Part Two** of the short film included with this resource. Ask the students to take notes when watching the film and consider what the speakers think about the issue of trade and hunger.



Provide them with the statements and questions below and ask them to note their thoughts in their copies.



**“Today one in six people globally are living in hunger. That’s 1.2 billion people worldwide who don’t have enough food to eat every day. Women (and children) are most likely to be hungry.”**

Why do you think this has happened? What are the consequences for the world if it is structured this way? Are you surprised at this? Why, or why not?



**“Some of the obstacles that farmers face are lack of infrastructure, poor roads and lack of places for farmers to sell their products and meet their buyers.”**

Can you think of other reasons why farmers in the developing world struggle to sell more products? Do you think farmers in Ireland face the same difficulties? How do these obstacles make farmers poorer?



**“To access the market, men and women have to walk very far. It is difficult for produce [goods] to arrive fresh at the market and in good condition.”**

Can you think of what the impact is on men and women's lives if they have to travel very far, often on foot, to sell goods at the market? How would this affect their daily lives? If the goods are damaged, what does it mean for their income? Can you think of any solutions to this problem?



**“75% of the world’s poor depend on agriculture to make a living. Women do most of the work on farms.”**

What are the consequences if so many of the world's poor population depend on agriculture? What does it mean for the environment and climate change? What does it mean for solving poverty and hunger? Would things be different if we helped more women? How?

## MNCs: Who's Got The Power?



**Curriculum Links - Business: Unit 6.6: Ethical Responsibilities of Business & Applied Business Question;  
NI - GCSE Business Studies: Unit 1: Ethical and Moral Issues in Business.**

Globalisation has brought significant power to MNCs. Multinational corporations (MNCs) have almost total control over the process of globalisation and are responsible for much of the trade between countries. Two-thirds of international trade is accounted for by just 500 corporations. Of the world's 100 largest economies, 52 are MNCs and 48 are countries. Some of the biggest corporations are Dutch Royal Shell, Exxon, Microsoft, Wal-Mart, Toyota and Nestle. The largest company in Ireland is CRH Ltd.

MNCs wield a huge amount of power in the trading environment, especially in the developing world, where they are dependent on corporations to provide work and income to people. The 10 largest MNCs have a total income greater than that of 100 of the world's poorest countries. For example, the annual income of Motorola is equal to the annual income of Nigeria's 118 million people. Eighty percent of all corporations reside in the USA and EU.

Companies have a huge impact on the rights of individuals and communities. This can be positive, for example, where a MNC creates new jobs in a community. It can also be negative, especially where people are vulnerable and national laws are weak and poorly imposed.

## Activity Six: Case Study

### Water supply affected by Coca-Cola Bottling Plants in India

Most of Coca-Cola's bottling plants in India are located in rural and agricultural areas. The plants meet their water needs from the groundwater in the region. This is the same groundwater that farmers and rural communities depend on to drink, cook their food, grow their crops and keep clean.

Coca-Cola bottling plants extract up to a million litres of water every day for their production needs. They also release huge amounts of waste water into surrounding areas which can contaminate the groundwater.

The impacts of some of Coca-Cola's operations on certain communities in India have been severe. Wells and hand water pumps have run dry. Farmers' crops have failed. Women have to walk several kilometres more to access water for their families' daily needs.

Farming communities have organized themselves to challenge the harmful practices of Coca-Cola bottling operations in India. They are fighting for their livelihoods and way of life. They are asserting their fundamental human rights to access food and water.

In Kala Dera, a village in Rajasthan, the people are well-used to dealing with water shortages and have often led the way in water conservation. It is an area that is prone to drought. Despite this, Coca-Cola opened a bottling plant in Kala Dera in 2000. Since then the groundwater table has dropped nearly 10 metres.

Over 50 villages in the vicinity of Kala Dera started to experience severe water shortages. Many wells dried up and there were significant crop failures. Communities decided to get together to demand the plant's shut-down. They held numerous protests to challenge Coca-Cola.

The community-led campaign has had major international interest and support. An assessment in 2008, paid for by the Coca Cola company, validated the communities' concerns, particularly in the case of Kala Dera.

Among the assessment's findings were that the company has sited its bottling plants without due consideration to community impacts, has not respected rights of farmers and groundwater conditions and has not met its own waste management standards.

In spite of this, Coca-Cola continues to extract water from the Kala Dera region, making life difficult for the people living in the area.

**Edited from an article by Amit Srivastava, India Resource Center ([www.indiaresource.org](http://www.indiaresource.org)), published in the ECCR Bulletin (Ecumenical Council for Corporate Responsibility, [www.eccr.org.uk](http://www.eccr.org.uk)), 2009.**



#### Questions:

- Can you identify some of the impacts that Coca-Cola's bottling plant is having on the community? How are women more affected than men?
- The article mentions that the people "are asserting their fundamental human right to access to food and water". List five other human rights that Coca-Cola's bottling practices may be affecting.
- Corporate Social Responsibility is where companies integrate social and environmental concerns into their business operations. Coca-Cola India has since started working with the government and the community of Kala Dera in the area of water conservation. Suggest two other actions that Coca-Cola could take in order to respond to the needs of affected communities.
- Coca-Cola is a well-known brand with significant profits. Are you surprised at its production practises in India? How does it make you feel when you read a case study like this? Is there anything you could do to respond to this issue?
- This year the United Nations General Assembly adopted a resolution introduced by Bolivia on the human right of access to clean water and sanitation. The General Assembly, "Declares the right to safe and clean drinking water and sanitation as a human right that is essential for the full enjoyment of life and all human rights". Do you think the community has a 'right' to the water? Do you think Coca Cola has a 'right' to the water? What might happen if two rights 'clash' with each other?



Curriculum links - Business: Unit 6.6 Ethical Responsibilities of Business; Economics: International Trade and Economic Theory.

## Activity Seven: The Rights Stuff

In 1970, the economist Milton Friedman wrote an article in the New York Times Magazine about the social and ethical responsibilities of doing business. He entitled it, "The Social Responsibility of Business is to Increase its Profits". The arguments for and against the ethical responsibilities of business are still as heated today as they were in the 1970s.



This activity aims to encourage students to see the link between trading practices by MNCs in the real world and the repercussions they can have on rural farmers' human rights.



Ask the class to divide into five groups. Give each group a role card and the discussion questions provided. Ask them to answer the discussion questions as if they were in the shoes of the person on the card. They should try to represent the points of view of the people on their card.

### Group Questions

Think about the person you represent on your card and answer the following questions:

- Is your right to food, water and safe housing respected?
- Do you have as good a chance as anyone else of getting a job for which you're qualified?
- Do you have enough money to send your children to school?
- Do you worry about getting sick?
- Are you happy with your work and do you feel safe?
- Do you feel that you can speak out and be listened to respectfully?
- Do you feel discriminated against?
- What can you do to improve your situation?
- What would you like to say to the other people around you?
- Would you like to react to anything that the other people are saying?



Encourage each group to present their answers and feedback to the class.

**Discussion Points:** How do you feel about representing this person? Did you feel powerful or powerless, that you have choices or you are constrained? How could businesses or trade help or hinder your situation?



**Sustainable development** is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It demands that we seek ways of living, working and being that enable all people of the world to lead healthy, fulfilling, and economically secure lives without destroying the environment and without endangering the future welfare of people and the planet.

United Nations

## Activity Eight: Finding Another Way



This activity aims to look at solutions to the issue of unfair trade and explores Trócaire's work in the developing world.



Watch **Part Three** of the short film included with this resource. Ask the students to take notes when watching the film.



**Discussion points:** How does Trócaire help farmers in the developing world sell more goods at the market? How does this impact on their lives? Do you think that these programmes are beneficial for the farmers?

In the short film Michael mentions that Trócaire works with local people who have local knowledge. Why do you think Trócaire works this way?



Imagine you are José from Nicaragua. Describe your daily life as you picture it may be. What time do you get up? Do your children go to school? What kind of work do you do? What do you eat and where do you get your food from? If you had one dream, what would it be? How is this different from your own life? This may be done as a written exercise or in the form of drama or art.



José Francisco Gonzalez Joya

CSPE/Citizenship: Go to Page 15 for active citizenship ideas.

# Role Cards



## Juan Carlos Fernandez

**TRÓCAIRE**  
Working for a Just World

You are a farmer in Nicaragua and produce beans, tomatoes and coffee. When you try and sell your coffee in the market place you struggle to get a price that covers the costs of producing the coffee. There is too much competition from cheaper brands from abroad that dump their excess in your market. You are finding it difficult to provide for your wife and two children.



## Martin Larrecochea

**TRÓCAIRE**  
Working for a Just World

You are Trócaire's Country Representative working in Nicaragua. You have become involved in supporting farmers in Nicaragua because you see how cheap products from overseas are being dumped on Nicaragua's markets and are undercutting local sellers. You strongly believe that trade is a good thing but it is managed poorly in Nicaragua as no one listens to the needs of the small rural farmer, especially women.



## Michael Berg

**TRÓCAIRE**  
Working for a Just World

You are the CEO of 'Bestco', a big supermarket chain that has many outlets all around the world. Your main office is based in the USA. You buy and sell products at the lowest price to make money. When you have a surplus of a product, like coffee, that you can't sell in the USA or Europe you sell it to Nicaragua. There's a big demand for cheap coffee there and it's better to get it sold than to go out of date. It means more profit for shareholders.



## Marie-Therèse Garcia

**TRÓCAIRE**  
Working for a Just World

You live in a poor area of Managua, Nicaragua. You earn a low wage and you spend carefully so your money can go further. You purchase the cheapest coffee, milk, beans and other goods you can find so that you can save money. Sometimes these goods come in from abroad. You know that you should support local producers but your priority is to support yourself and your family.



## Sinead Cosgrove

**TRÓCAIRE**  
Working for a Just World

You and your family moved out of Dublin to a farm in the midlands three years ago. You produce organic dairy products for sale in farmers markets around Ireland. While you all love farm life, you are also aware of how much work it takes. So much of the cost of milk is profit for big supermarkets, like Bestco, and not for farmers. You would like to see people buy Irish products, organic products and fair-trade products. But you also see how expensive goods in Ireland have become and in a recession, people look for cheap products.



Setting an example is not the main means of influencing others; it is the only means.  
Albert Einstein

## Activity Nine: Hitting a Brick Wall?



This activity aims to explore possible actions that students can take to respond to this issue.



Imagine what an ideal world would look like – one where trade was undertaken fairly between countries. What would need to change to make the world we live in now more like your ideal world? Note down your ideas and thoughts.



As a class group draw a brick wall. Label each brick with an obstacle to realising the ideal world, e.g. unfair prices. You can refer to your spidergrams from Activity One. Make paper hammers to ‘knock out’ the bricks, and write actions on the hammers to improve the situation for each obstacle e.g. sell fairly traded goods in the school canteen.

**Discussion Points:** What solutions or actions did you come up with? What actions are possible? What can you do at a local level in your community or school? Is there anything you can do at a national or global level? What can you do with your family and friends?



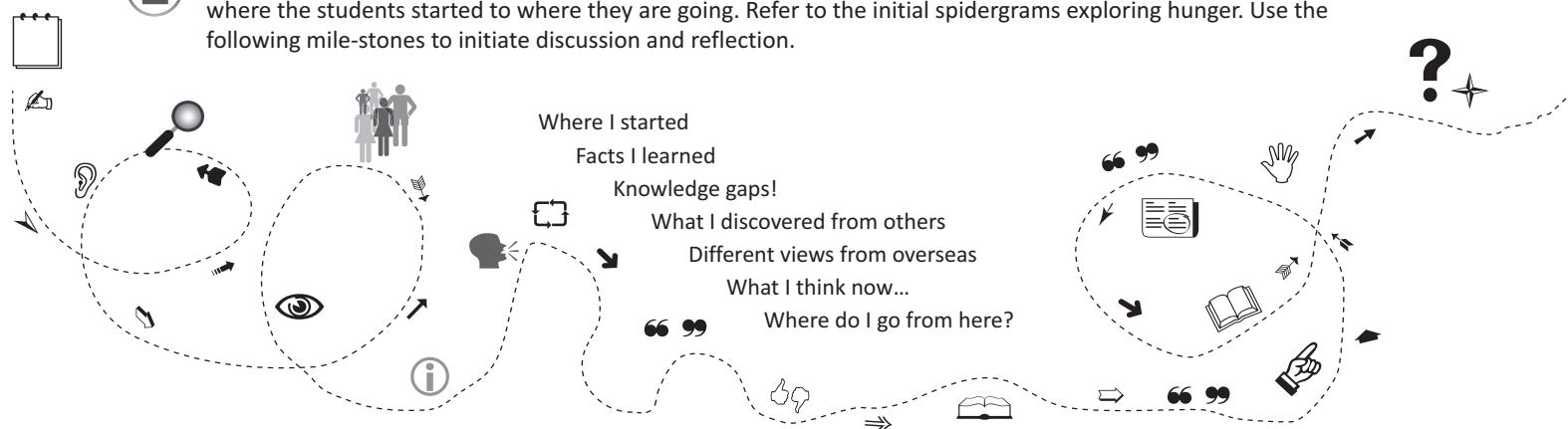
## Activity Ten: Reflecting on the Issue...What Have I Learned?



This activity aims to reflect on the learning process and acknowledge the development of understanding.



Get a long piece of paper (lining paper or wall paper works really well!) and draw the history of the project, from where the students started to where they are going. Refer to the initial spidergrams exploring hunger. Use the following mile-stones to initiate discussion and reflection.



Give the students a number of post-its and encourage them to comment on what they discovered at each stage. Each student places the post-its on the lining paper at the relevant stages.

**Discussion Points:** What have you learned since the start of the module about the causes of hunger? What did you discover about unfair trade and hunger? Have you got a role to play?



**"Never doubt that a small group of thoughtful, committed citizens can change the world - indeed it is the only thing that ever has"**

Margaret Meade

## Active Citizens – Take Action Now!

Trócaire strives to ensure human rights are respected and basic needs are met. Inequalities of wealth and power lead to poverty and a denial of human rights. One of our basic rights is our right to food. Trócaire believes we all have a role to play as global citizens to ensure that everyone's rights are respected and we have a responsibility to take action if this right is being denied to others.

Trócaire supports small producers to add value and access markets for their produce, improving their incomes and livelihood security. We also support farmers to form marketing groups so that they can secure a better price for their goods.



Be a voice for the voiceless and support Trócaire's mission to achieve a Right to Food for all by taking some of the actions suggested.

- Make your school a Fair Trade School. If you have a tuck shop or vending machine, convert to fair trade goods and if you are buying Irish products, try to see if you can get it directly from a local farmers market.
- Present your project to your teachers and request that they use fair trade products in the school staff room.
- **Human Rights Day** is on the 10th December. Why not organize a letter writing campaign to your local TD or Minister for Foreign Affairs, Micheál Martin, asking to keep Ireland's commitment on reaching the Millennium Development Goals by 2015.
- Write up a short report on what you have learned and what you are going to do and present it to your school principal.
- In the short film Ciara mentions the 'Scales of Trade Justice'. Why not draw your own scales of justice as part of an awareness-raising poster campaign in your school or community on **World Food Day** on the 16th October.
- Take part in Trócaire's campaign action asking the Irish government to re-commit to the MDG targets. Log onto [www.trocaire.org/takeaction](http://www.trocaire.org/takeaction).
- Looking for more post-primary resources on development issues? Why not try *A Question of Aid: Aid in an Unequal World*. Log onto [www.trocaire.org/schoolresources](http://www.trocaire.org/schoolresources) for details of our comprehensive catalogue.

## GLOSSARY OF TERMS

**Corporate Social Responsibility:** where companies integrate social and environmental concerns into their business operations and into their interactions with their stakeholders on a voluntary basis.

**Dumping:** the practice of selling goods abroad at a price below that charged in the domestic market.

**Food Security:** the state when there is universal access to food that is nutritious and safe. In addition, in a food-secure community, the growing, processing and distribution of food is regionally-based, socially just and environmentally sustainable.

**Millennium Development Goals (MDGs):** eight international development goals that all 192 United Nations member states have agreed to achieve by the year 2015. They include reducing extreme poverty, reducing child mortality rates, fighting disease epidemics such as AIDS, and developing a global partnership for development.

**Multinational Corporations (MNC)/Transnational Corporations (TNC):** corporations that manage production or deliver services in more than one country. It often has its management headquarters in one country and operates in several other countries. The first modern multinational corporation is generally thought to be the Dutch East India Company.

**Non-governmental organisation (NGO):** an organisation largely funded by private contributions, which operates outside of institutionalised government or political structures. In general, NGOs have as their agendas social, political and environmental concerns.

**Quota:** a restriction on quantity of imports.

**Subsidy:** an economic benefit, direct or indirect, granted by a government to domestic producers of goods or services, often to strengthen their competitive position against foreign companies.

**Subsistence farming:** farmers focus on growing enough food to feed their families with little or no surplus. The typical subsistence farm has a range of crops and animals needed by the family to eat during the year.

**Tariff:** a government tax on imports or exports.

**Trade Barrier:** any government-imposed restriction upon the international exchange of goods or services such as tariffs and quotas.

**Trade liberalisation:** the movement towards removing barriers that restrict the importation and exportation of goods and services between countries such as import quotas and tariffs.

**Triple Bottom Line (People, Planet, Profit):** an approach to accounting that captures a broader criteria for measuring the organisational and societal success of a business: economic, ecological and social.

## Trócaire Centres

### Maynooth:

Trócaire Head Office,  
Maynooth, Co. Kildare,  
Ireland.  
Tel: 01 6293333  
Email: info@trocaire.ie

### Dublin City Centre:

12 Cathedral Street,  
Dublin 1.  
Tel: +353 1 8743875  
Fax: +353 1 8743875  
Email: resources@trocaire.ie

### Cork Office:

9 Cook Street,  
Cork  
Tel: (021) 4275622  
Fax: (021) 4271874  
Email: corkinfo@trocaire.ie

### Northern Ireland:

50 King Street,  
Belfast BT1 6AD  
Tel: 028 9080 8030  
Fax: 028 9080 8031  
Email: infoni@trocaire.ie