



Just Connections, Just Trade: A Teaching Resource about Africa

2018

For 5th and 6th class

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Cover photo: working with coffee beans at the MIA factory in Madagascar

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Unit 4 supports children's understanding of the unequal distribution of the world's resources, through a card game based on the United Nations Human Development Index. This Unit introduces the idea of ethical consumerism and examines consumer choices, so that pupils can begin to apply the learning to their own actions and choices in their everyday lives.

The pack concludes with ideas for projects so that learning can be shared with the whole school community. There is also a self-assessment page whereon pupils can record their learning from *Just Connections, Just Trade*.

The United Nations Sustainable Development Goals (SDGs)

This resource provides a valuable support for teaching and learning about the SDGs, particularly the following Goals:



Goal 1: No Poverty



Goal 2: Good Health and Wellbeing



Goal 8: Decent Work and Economic Growth



Goal 10: Reduced Inequalities



Goal 12: Responsible Consumption and Production

Pupils from African countries

If some of your pupils come from, or have parents who come from African countries, some of the activities in Units 1 and 2 will need to be handled in a way that will avoid embarrassment, especially if views in the class about Africa are rooted in limited understanding and negative stereotypes.

If this is the case, this resource can help all of your pupils to become better informed and to hold more balanced views about people and places in African countries. In this case, it will be all the more important to carry out these activities in sequence.

Terminology and language

Teachers may find that some of the terminology in relation to trade issues poses challenges for children whose first language is not English, or for pupils with special or additional educational needs. While many of the lessons contain differentiated activities, it would also be useful to 'frontload' the lesson with explanations on some of the terms used.

Curriculum links

The lessons have relevance across a number of subject areas in the primary school: SPHE, SESE Geography, SESE History, Language, and Maths. Curriculum links and opportunities for integration are included with each lesson. At the time of writing, the Language Curriculum for senior classes is being prepared, so integrative links for this subject have not been included. The Language Curriculum will be available in due course via the following link: <http://www.curriculumonline.ie/Primary>

Development of the pack

Just Trade, Just Connections: A Teaching Resource about Africa is a collaboration between Marino Institute of Education and Proudly Made in Africa (PMIA), a UK and Ireland-based non-profit organisation that builds sustainable channels to market for African products and which promotes the idea and practice of 'trade not aid'.

An earlier edition of the pack was piloted in primary schools in May/June 2016 by: Elaine Haverty, Jessica Hughes, Eileen Keane, Paula Murphy, Laura O'Shaughnessy and Lisa Whiston.

Following a successful application to Irish Aid for funding from the Development Education Grants scheme in 2017, the materials have been edited and re-designed.

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UNIT 1

WHAT WE SEE, WHAT WE KNOW



UNIT 1: COOPERATION WARM-UP

This is a physical activity, about 30 minutes in duration, which is about cooperation as a group to complete tasks. It is a good introduction to the activities in the pack, as many of them require pupils to collaborate with each other. It can also be referenced when talking later about the importance of global partnership between countries, for the benefit of the planet and all humanity.

Core concept: Cooperation is an essential part of being a member of a group, and can lead to greater success for the group as a whole.

Curriculum

Social, Personal and Health Education (SPHE); Strand: Myself and others; Strand Unit: Relating to others;

Objective:

- Explore and practise the many verbal and non-verbal ways in which people can communicate with each other

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship;

Objective:

- Practise ways of working together and of developing a sense of belonging

Physical Education (PE); Strand: Games; Strand Unit: Creating and playing games;

Objective:

- Create and develop games with a small group

PE; Strand: Games; Strand Unit: Understanding and appreciation of games;

Objective:

- Develop an understanding of tactics and strategies for use in mini-games

Learning Outcome

That pupils will be enabled to:

- Through participation in a cooperative activity pupils will apply basic cooperative skills and approaches to solving a problem.

Teachers' Notes: As space is needed for the pupils to move around, the exercise may be introduced as part of a PE lesson, or wherever the teacher can find adequate space. While this is the first activity, the teacher can decide to move ahead with the lessons in the pack and do this activity whenever the opportunity allows.

Materials required: One beanbag or chair for every two pupils, placed in the middle of the room; 'rules for activity' on IWB or flipchart. Four slips of paper with the task, one for each group.

Procedure at a glance

- Explanation
- Activity
- Discussion

Detailed procedure

- With pupils standing in one area, and bags/chairs in middle of the room, tell the class they are going to carry out a task in groups.
- Divide them into 4 groups. Give each group their own task instructions on a slip of paper – as per below.
- Inform them that they are not to show their instructions to the other groups.

Group One	Group Two	Group Three	Group Four
Place all the beanbags/chairs in a straight line	Place all the beanbags/chairs in a circle	Place all the beanbags in one corner of the room	Sit on a beanbag/chair

- Read out the rules below:

Rules (to be posted on IWB or board or flipchart)

1. The objective of the activity is for each group to carry out their instructions.
2. Whispering is okay – anything above a whisper will result in a time-out of two minutes.
3. No physical contact with each other is allowed - any physical contact will result in a time-out of two minutes.

Activity: After a signal to start, the groups attempt to carry out their tasks.

- Observe what happens. After about 2 minutes, pause the activity.
- Tell them they need to find a way to cooperate to accomplish all the tasks and they have 5/6 minutes to do so. Remind them that the rules still apply.

Discussion: Use the following questions to prompt reflection and discussion on the activity:

- What happened in the first few minutes of the activity?
- How did you feel?
- What happened in the second part of the activity?
- Were all the tasks completed?
- What difference did the instruction after 2 minutes make?
- Why did the groups not cooperate at the start?
- Does this kind of thing happen in real life? Examples?
- Can this happen with groups and countries as well as with people?
- What are the benefits of cooperation?
- What have you learnt from this activity?

UNIT 1: WHAT WE SEE, WHAT WE KNOW

Unit 1 Activity 1: What do we know about Africa?

Core Concept: Images and perceptions. Pupils may have very limited knowledge about Africa, and they may have preconceptions and stereotyped ideas about this area of the world and about the people who live there.

Time required: 30 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands;

Objective:

- Learn to value and respect the diversity of peoples and their lifestyles in other parts of the world

SPHE; Strand: Myself and the wider world; Strand Unit: Media Education;

Objectives:

- Explore how information is conveyed
- Explore the role of print media in transmitting messages

Learning Outcomes

That the pupils would be enabled to:

- Articulate and begin to question elements of their existing individual and collective knowledge and understanding about Africa.
- Identify stereotypes and generalisations commonly used about Africa.

Teachers' Notes: It is possible that the words and phrases contributed by pupils and recorded during part of this activity may be quite negative, as media portrayals of Africa and of African people which pupils may have absorbed are rarely positive and usually very partial. This is why pupils are asked to consider the words or phrases they have used in terms of where they come from, and whether they are 'negative' or 'positive'. The discussion following the 'Thought Shower' is a crucial part of this activity, and the recording of pupils' contributions will provide an important baseline for review of learning at a later stage in the resource.

Materials Required: IWB and/or flipchart with markers; political map of Africa with countries named.

Procedure at a glance

- Thought Shower: Europe
- Thought Shower: Africa
- Discussion
- Assessment

Detailed Procedure

Thought Shower – Europe

- Quickly sketch or present a very rough “map” of Europe – (big shape to represent the continent – with smaller shapes for UK and Ireland) on IWB or on an A1/flipchart size page on wall. Write **Europe** at the top.
- Ask for words or phrases that come to mind when we think of ‘Europe’. Pupils call out and teacher writes up quickly on “map”. Record at least 15- 20 contributions.
- Take down/close the page.

Thought Shower – Africa

- Explain that we are going to begin a study of **Africa** and that we need to establish what we know/don’t know about it. Try not to use the word ‘continent’ at this point.
- Quickly sketch or present a very rough “map” –to represent Africa on IWB or flipchart page. Write **Africa** at the top.
- Nominate two pupils to take turns in recording each answer given by the class.
- Ask the class to call out the words and/or images that come into their minds when they think of the word ‘Africa’.
- These should be recorded without comment.
- Take down/close the page of recorded answers.

Discussion

Use the following questions, or others, to prompt a discussion on the activity:

Europe

- Display the list for Europe. Ask pupils to look at the list. Does it contain a lot of geographical facts? Does it convey something of the diversity of Europe (51 countries: <https://www.countries-ofthe-world.com/countries-of-europe.html>)
- Did you find it hard to come up with general descriptive words for Europe?
- Was that because there are so many countries in Europe, each with its own climate, landscape, people, languages, food, religion, cultures etc.?
- Take down/close the Europe list.

Africa

- Display the list for Africa. What do you notice about the words and phrases we've suggested?
- Does the list include geographical facts?
- Are there descriptive words?
- Can you group the words into 3 different categories: **negative**, **positive** and **neutral**, with a specific colour for each? (use any colours)
- Teacher (or nominated pupil) underlines or circles each word/phrase in its relevant colour. (Pupils may categorise wild animals as neutral, positive or negative, but floods or drought are always negative).
- Review the list: What do you notice? e.g. Are there a lot of negative words compared with positive ones? Why do you think this might be?
- Does the list generalise and fail to show the diversity e.g. Are deserts included but not grasslands or forests? Hot weather but no reference to cold or wet weather?
- Display the map of Africa: point out that it is a **continent** with 54 countries; Europe has a similar number of countries.
- Where have we received our understanding and ideas about Europe? If relevant – why did we find it hard to use general words to describe Europe, yet we used general words to describe Africa?
- Where have we received our understanding and ideas about Africa?

Assessment: Pupils' responses will have been recorded during this activity, on the IWB and/or on flipchart. When the class has progressed through the pack, the activity above may be repeated for Africa, and responses recorded on a new document, possibly in different colour. The responses can then be compared and contrasted with this earlier list so that changes in the pupils' knowledge of the continent can be observed.

Unit 1 Activity 2: Challenging assumptions about Africa

Core Concept: Ideas and understandings can often be based on partial or inaccurate knowledge; this may be particularly true in relation to Africa. Pupils need to become aware of this and become better informed.

Time required: 30-45 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands;

Objectives:

- Develop an increasing awareness of the interdependence of people in other lands and people in Ireland
- Learn to value and respect the diversity of peoples and their lifestyles in other parts of the world

Integration

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship;

Objective

- Realise and begin to understand the unequal distribution of the world's resources

SPHE; Strand: Myself and the wider world; Strand Unit: Media Education;

Objective

- Explore how information is conveyed
- Explore the role of print media in transmitting messages, the techniques used, and the types of information included

Learning Outcomes

That the pupils would be enabled to:

- State some facts which they have added to their existing knowledge about Africa.
- Express their opinions on a number of issues relating to Africa and articulate their reasons.
- Begin to challenge some widely-held assumptions or prejudices of their own and others about Africa through discussion.

Materials Required: True-False statements (below) for teacher to read out; 3 x A4 pages labelled either *True, False, or Don't Know*.

Walking Debate statements (below); 3 x A4 pages labelled either *Agree, Disagree, or Not Sure* positioned along a line from one end to the other, and at the centre of the hall/classroom.

Procedure at a glance

- True-False statements
- Walking Debate
- Discussion
- Assessment

Detailed Procedure

True-False Statements

- Place the labels along a line from one end of the room to the other, with Don't Know on the floor mid-way and a clear line to walk between the labels
- Remind pupils of the Thought Shower activity done previously. Explain that we are going to do a type of short quiz to test our knowledge and opinions about Africa.
- Read out each of the statements from the True-False sheet, one by one.
- After each statement, pupils should position themselves along the line as they believe the statement to be true or false. If they don't know they can guess or stand midway.
- Read out the correct answer before moving to the next statement.
- At the end, ask them to comment if they were surprised by any of the statements.
- Discuss which facts were a surprise to pupils and why they were surprised

Remove the labels, and move on to Walking Debate:



True-False statements

1. The first known female doctor in history came from Africa.

True: She was Merit Ptah who practised medicine in Egypt around 5,000 years ago.

2. It doesn't snow in Africa

False: It snows during winter months in parts of South Africa, and in Lesotho in southern Africa; Morocco in north Africa has ski resorts in the Atlas mountains. There is snow on the high mountains in Kenya and Tanzania.

3. Poor communities in Africa have little or no access to mobile phones.

False: There are now 1 billion phones in use in Africa, up from 130 million in 2007. Poor families are very likely to have a mobile phone. Farming families use phones to check crop prices which saves them a lot of money.

4. Christianity was first introduced to Africa by missionaries from Europe, including Ireland.

False: Christianity had come to Egypt as far back as 50 AD. It then spread to many countries in North and East Africa. It only started to be established in Ireland around 430 AD with the coming of St Patrick.

5. Africa is the largest continent in the world.

False: it's the second largest. Asia is the largest.

6. Most children in Africa don't get a chance to go to school.

False: The enrolment rate in primary school in Africa is over 90%. Even in poor communities, education is very highly valued and families make huge efforts to get their children to school.

Walking Debate

Note: In this activity the teacher reads out statements and pupils indicate whether they agree or disagree by walking to their chosen position along a line in the room. This asks pupils to express opinions not state facts, and it allows them to see that there are different opinions and ideas on the same statement. So the teacher should not try to lead them to a "desired or "correct" position on the statements, but instead to allow them to discuss and debate with each other, and if they wish, to decide to change their initial opinion. It may also be a good idea for pupils to follow up the activity by researching some information to support or challenge their views.

The teacher may also decide to remove the 'don't know' and 'not sure' signs, if a large number of pupils are gravitating towards these options, rather than thinking through statements and forming opinions.

- Place 2 A4 sheets with labels 'Agree' and 'Disagree' one at each end/side of the room, with a clear line between the labels.
- With pupils standing away from the line, explain how a walking debate works:
- They should position themselves on the line in relation to whether they agree/disagree with a statement about Africa which you are going to read out.
- They should think about the statement and the reason for their position. They can stand in the middle if they can see arguments for and against, or if they really don't have any opinion. They should try to think for themselves and not just to follow others.
- Read the first statement and ask the pupils to position themselves.
- When all pupils are standing along the line, ask at least one pupil from the Agree and one from Disagree ends, as well as one in the middle, to explain the reason for their position. After two or three pupils have explained their reasons, you might ask if anyone has been persuaded and now wants to change position but stress that no one is obliged to move as everyone is entitled to his/her own opinion.
- Repeat with each statement.
- When all of the statements below have been read and responded to, ask the pupils to resume their seats in the classroom and conclude the activity with a short discussion.

Walking Debate Statements

Teachers' Notes: You may wish to give some or all of the information following the statements to pupils once they have chosen their position, and when some pupils have explained their reasons. Or you may wish to just prompt with some questions, such as “what about trade?” and hold the detail for later on when pupils are researching information on Africa.

Statement 1

1. Ireland's connections with Africa are mainly that we give aid to African countries through charities and the Irish government's aid programme, Irish Aid.

Information: There are many more connections: **a.** Ireland has a large and growing **export programme to Africa**, set to reach 24 billion Euro by 2020; Irish companies are investing in Africa as an **export market** for goods and services; **b.** Links between Irish and African **businesses, universities and science and innovation** sectors are increasing rapidly. **c.** **Imports from Africa** to Ireland include minerals, food produce, building materials clothing, etc. An important new **partnership in the agri-food sector** has just been established to support development and trade between Ireland and **Africa**. **d.** For many Irish people Africa is a **popular tourist destination** due to its climate, landscapes and wildlife, and it is also our **nearest continent**. **e.** **Ireland has seven “Partner Countries” in Africa**; through our embassies the Irish government works with governments in those countries to improve education and health, to support the growth of trade for poor communities, and to build trade links. We also have special trade and development links with about six other countries in sub Saharan Africa www.irishaid.ie. **f.** **Irish army personnel** are posted in a number of African countries as peacekeepers, through the United Nations. And of course there are a lot of **African people living and working in Ireland**, and a lot of **g. Irish people living and working in Africa**.

Statement 1

2. Ireland should not give aid to African countries because charity begins at home.

Information: **a.** **Ireland itself received aid** when it was a poorer country. During famine in 1845-7, Ireland received aid from charities and communities in other countries, including aid from Choctaw Indians in North America; more recently (40 years ago) Ireland received aid from the European Union for infrastructure, such as roads and bridges. **b.** **Ireland is one of the richer countries** in the world. If richer countries help to reduce poverty and hunger in the world, this creates **a fairer and safer world for all**. **c.** Countries must support each other because we all live in an **interconnected world**. Some of the biggest problems such as climate change and conflict can only be solved by **countries working together as global partners**.

Statement 1

3. Tourism is good for African countries.

Information: Many countries in Africa have become popular tourist destinations. But tourism can bring mixed blessings – especially to poor communities in Africa. **a.** **Benefits: Tourism can** bring in a lot of **badly needed foreign exchange** in dollars or euros to a developing country; **b.** provide **badly needed jobs** in hotels, touring, etc.; **c.** **opportunities for shopkeepers, musicians and artists** to earn money, **d.** help to **preserve wildlife and the environment** which are valued by tourists; **e.** encourage countries to **improve roads and services** such as, water and power, which can benefit everyone.

Disadvantages: **a.** In many cases, hotel owners and tour companies are foreign owned and the **profits go out of the country**; **b.** staff can be **paid very badly** in countries with no laws to protect their rights; **c.** water, sanitation and roads can be provided only for the **benefit of tourists rather than for all communities**; **d.** **children may earn money** begging or selling souvenirs **rather than going to school**; **e.** young people may take **lower skilled jobs** as

waiters or cleaners, rather than learn a trade, or get further education; if tourist numbers fall, these workers have **nothing to fall back on** and no means of making a living.

However in recent years in Africa, new initiatives have begun which aim to benefit local communities, such as ethical tourism, community tourism and ecological tourism. These seek to involve and share the benefits more fairly with local communities, and help to safeguard wildlife and the environment, so that tourism can help to empower rather than exploit. See: www.tourismconcern.org.uk

Discussion

Use the following questions, or others, to prompt a brief discussion on the exercise:

- Did you enjoy that activity? Why? Why not?
- How easy or difficult was it for you to choose a position? Why?
- Were you persuaded to change your position on any of the statements? Why?
- What do exercises like this teach us about how we develop our opinions?
- How are **opinions** and **knowledge** different?
- In everyday life what influences our opinions?
- Why should our opinions be backed up by facts and information?
- Would you like to find out more about any of these topics?

Assessment: Teacher observation and recording of pupil reactions to each statement and to any changes in their position as they listen to fellow pupils. Teacher observation and recording of pupils' ability to express an opinion and to give reasons for an opinion.

Extension Activity

1. Pupils write a short paragraph saying what they learned or gained from the Walking Debate and put these in their Self-Assessment and Learning Folders.
2. Pupils individually, or in small groups, come up with two or three statements of their own that might be used for a future Walking Debate, or that might be used with another class.

Unit 1 Activity 3: The True Size of Africa

Core Concept: World Maps influence the way we see the world. They provide us with a flat image of the countries of our planet and our own country's position in it in relation to other countries. However some maps give a distorted image – particularly of size and position. Pupils need to be able to understand and critique these distortions, especially in relation to Africa.

Time required: 45 minutes

Curriculum

SESE Geography; Skills and concepts: Maps, globes and graphic skills

Objectives:

- Develop familiarity with, and engage in practical use of maps
- Compare maps
- Develop some awareness of problems of map construction

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands;

Objective:

- Study some aspects of the environments and lives of people in a location in another part of the world

Maths; Strand: Measures; Strand Unit: Length;

Objective:

- Use and interpret scales on maps

Integration:

Subject: Maths; Strand: Number; Strand Unit: Operations;

Objective:

- Estimate sums, differences, products and quotients of whole numbers

Learning Outcomes

That the pupils would be enabled to:

- Compare the actual landmass of countries in Africa with those in Europe, and the continent of Africa with other regions of the world.
- Begin to identify some distortions of the Mercator Map.
- Suggest reasons for the distortions in maps in use up to the recent past and the implications of these for how we view the world and particularly Africa.

Teachers' Notes: Fact Sheet on Maps included

Materials Required: internet, access to the following hyperlink: https://upload.wikimedia.org/wikipedia/commons/1/10/True_size_of_Africa.jpg; an atlas per pupil or pair/group of pupils; map True Size of Africa on IWB or enlarged to A3 size and/or photocopied on to pages for pupils to examine closely; at least two wall-maps of the world: Mercator, and Peters Projection and the world map of Henricus Martellus Germanus, available to view on the website of Yale University Library: <http://brbl-dl.library.yale.edu/vufind/Record/3435243>

Procedure at a glance

- Mapwork
- Research and Maths activity based on mapwork
- Discussion
- Assessment

Detailed Procedure

Mapping the world

Tell pupils that maps of the world have been used for thousands of years, mainly to help ships carrying goods and people to find their way to other countries. But ancient maps were often inaccurate and only in recent history, since the 18th century, have we been able to measure areas more accurately. Tell pupils they are going to look at an ancient map of Henricus Martellus in 1491 which may look very strange to us today; after that they will examine two world maps, which although are both in use today, show very different views of the world.

- Show pupils the map/projection of Henricus Martellus and give them some time to identify the various countries represented – and those missing.
- Ask pupils to examine, the Mercator Projection using IWB and/or large classroom Mercator map. Tell them this map was developed almost 450 years ago, but is still widely used. Ask them to focus on the representation of Africa in this map.
- Show them the Peters Projection map and ask them to look at the representation of Africa on it. Tell them this map was developed about 40 years ago and is becoming more widely used.
- Ask them which map looks more familiar to them.
- Ask them to identify the differences between the two maps in representations of Africa compared with other landmasses and continents.
- In pairs and/or groups, pupils discuss their observations and write down 3 differences about the image of Africa, between the Peters and the Mercator maps. Groups read out or display their responses.

Research and Maths activity based on mapwork

Remind pupils, or explain if necessary, that the size of a country or landmass can be measured

in square kilometres (or miles). Use kilometres for this activity. Pupils should work in pairs:

- Ask pupils to find and write down, the area in kilometres squared of Ireland, using atlases or internet. Ask them to estimate and write down how many times Ireland would fit into the continent of Africa.
- They should find out and write down the area of Africa, then check the accuracy of their estimate with a calculator, or using long division, and write down the correct answer.
- Teacher writes up the size of Ireland and of Africa, and displays on wall.
- Pupils find and record the size of the US, and then compare it with Africa.
- Ask the pupils to find the largest country in Africa, using their atlases, then to estimate how much smaller - as fractions and/or in percentages - is Ireland. Teacher verifies and writes up.
- Ask each pair of pupils to pick a different country in Africa from the Peters Projection map. They should look up its size, and compare with Ireland. Each pair presents to the class, showing their country's location on the map, and its size compared with Ireland.
- Ask pupils how many countries there are in Africa, and how many countries are left when they subtract all the countries they have looked at.
- Give each pair a copy of handout *The True Size of Africa* and ask them to find a blank spot into which they can draw Ireland.
- Ask pupils to read out all the countries that could fit into Africa and display this list (the list is on the handout).
- Ask pupils what they think of *The True Size of Africa*. Pupils should write down something they have learnt about Africa from doing this activity.

Discussion

Show the Mercator and Peters Projection maps again.

Use the following questions, or others, to prompt a discussion on why the Mercator map shows a distorted and Eurocentric view of the world, and how this might have affected the way people see the world and the place of their country or continent in it. Begin by asking and writing up examples of which landmasses were least accurately represented in the different projections. (See examples below in Teachers' Notes). Then discuss the following:

- Why might European countries in the 16th to 19th centuries have wanted to see themselves at the centre of the world?
- If European countries and North America have seen themselves as being at the centre of the world or bigger than other regions, how might it have affected the way they saw other, less 'central', countries?
- The Mercator Map was, until quite recently, used in all schools in Europe, and is still used in classrooms in parts of the US today.
- Were you surprised to learn that the US is nearly three times smaller than Africa? Does it make any difference to the way you see the world?

- When there are other projections/maps to choose from, why do you think the Mercator projection, which is 450 years old, is still so widely used today to represent the world?
- Do you think that might change, and if so, why?
- Write down something that you have learnt from this activity.

Assessment: Teacher observation of pupils' interaction with the different projections and maps, and of their participation in the discussion, as well as their own statement of learning, will reflect the learning that has taken place.

Teachers' Notes: Fact Sheet on Maps

The Peters Projection World Map of 1974 is an equal area projection. This means that all the countries of the world are represented at true size and proportion to their landmass. This is not true for older projections.

The Mercator Map, introduced in 1569 by Flemish cartographer Gerardus Mercator, which was suited to navigation but also used commonly in world maps and is **still in use in some classrooms today**. The Mercator projection increasingly inflates the sizes of regions according to their distance from the equator, hence areas farther away from the equator appear disproportionately large.

Actual size of countries and continents:

The area of Ireland is approximately 84,433 kilometres squared - km²

The area of Greenland is 2,071 million km²

The area of Europe is approximately 10.1 million km², with the area of the US slightly smaller at 9.8 million km²

The area of Africa is 30.3 million km²

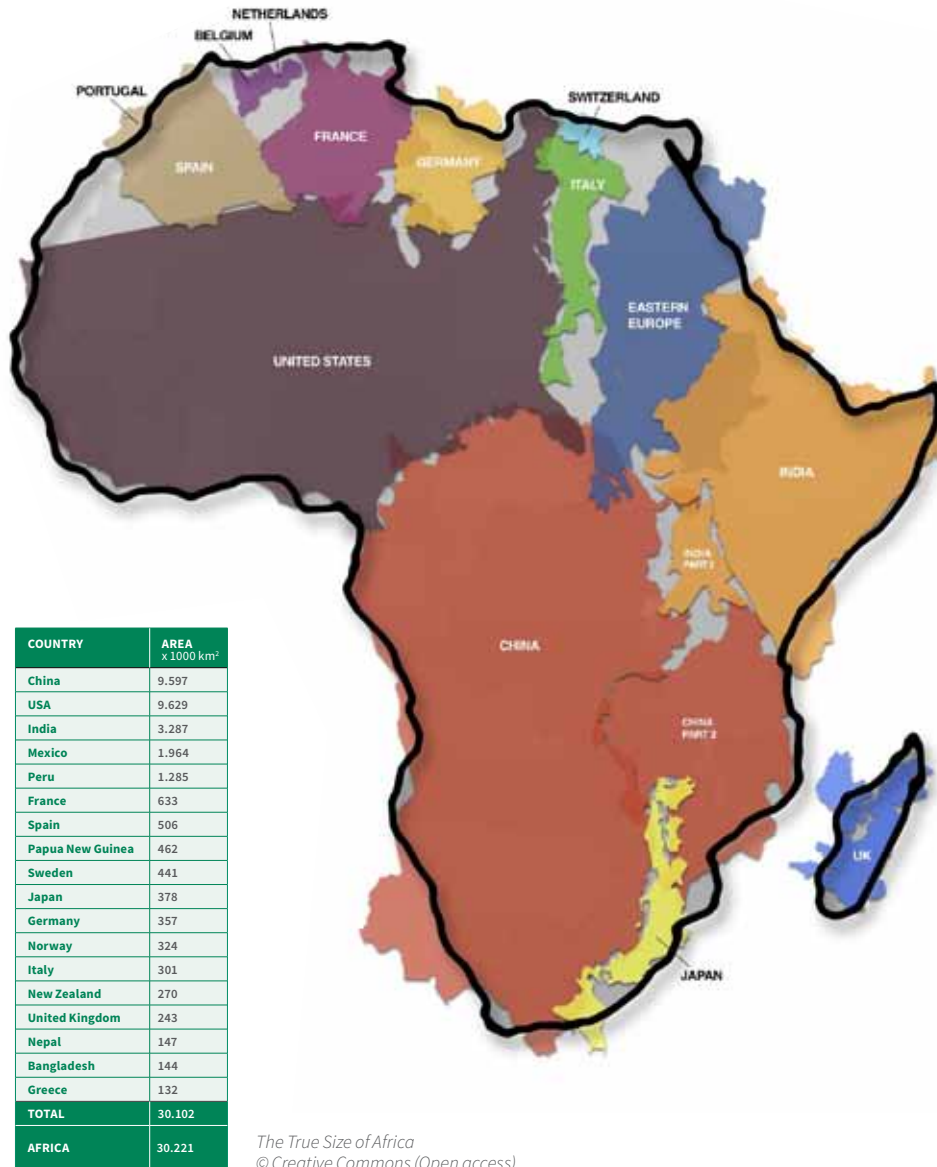
Example of Mercator distortions

Greenland:

Africa is fourteen times the area of Greenland, yet these landmasses appear to be the same size on Mercator projections. China is four times larger than the landmass of Greenland, yet they appear to be the same size.

There are many other distortions in the Mercator projection.

The True Size of Africa



In addition to the well known social issues of *illiteracy* and *innumeracy*, there also should be such a concept as *“immappancy”*, meaning in *sufficient geographical knowledge*.

A survey with random American schoolkids let them guess the population and land area of their country. Not entirely unexpected, but still rather unsettling, the majority chose *“1-2 billion”* and *“largest in the world”*, respectively.

Even with Asian and European college students, geographical estimates were often off by factors of 2-3. This is partly due to the highly distorted nature of the predominantly used mapping projections (such as *Mercator*).

A particularly extreme example is the worldwide misjudgement of the true *size of Africa*. This single image tries to embody the massive scale, which is larger than the *USA, China, India, Japan and all of Europe...combined!*

Unit 1 Activity 4: Where in Africa?

Core Concept: Increased understanding of the number and location of countries in Africa.

Time required: 30 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands;

Objective:

- Study some aspects of the environments and lives of people in a location in another part of the world

SESE Geography; Skills and concepts: Maps, globes and graphic skills;

- Develop familiarity with, and engage in practical use of maps

Learning Outcomes

That the pupils would be enabled to:

- Locate accurately on a map, a number of African countries which they have heard of.
- Identify a number of African countries which are new to them.
- Accurately identify and locate at least 15 countries in Africa.

Teachers' Notes: This exercise will enable pupils to familiarise themselves with a number of countries in Africa, and provide a foundation on which to base further lessons in the pack. Pupils will become aware of the very large number of different countries on the African continent (54), some of which they may never have heard of. The mapwork they produce here can be kept and added to as they progress through the pack.

Materials Required: IWB with large political map of Africa and/or wall-map of Africa (political) and/or up-to-date atlases; flipchart and markers and/or blank document on IWB; blank map of Africa (page 25), photocopied for each pair of pupils.

Procedure at a glance

- Recap and recall
- Mapwork
- Assessment

Detailed Procedure

Recap and Recall

Before you show pupils the current political map of Africa, ask them to call out/name as many African countries as they can. List these on IWB/flipchart.

- Ask them to look at the list and to say if the countries are: to the north/south/west/east/centre of Africa; are they islands? Write their responses beside the listed countries (N/S/W/E/C/I) and display.

- Give each pair of pupils a blank map of Africa and ask them to write their names on the top/back of the page.
- They should use their atlases to find each country on the list displayed. They can compare the correct position of the countries with the list on the IWB/ flipchart and fill in the listed countries in their correct location on the blank map.
- If time allows they can lightly colour in the identified countries. This map should be carefully kept, and pupils can fill in any additional countries they learn about over the course of using this pack, or insert relevant symbols e.g. flag, or export commodity as they learn more. The maps can be displayed as the learning progresses, and used to measure progress.

Assessment: Pupils and teacher compare answers given before and after they had checked with maps or atlases. By keeping and filling in their blank maps as they proceed through the pack, both teacher and pupils will record this learning. They might also be given a blank map again at the end of this project to see how many countries they can name and place accurately without using atlases or maps.

Extension Activity on maps

To do further work on mapping, go to the following online interactive teaching resource by Oxfam. Link and description below:

<http://www.oxfam.org.uk/education/resources/mapping-our-world>

This interactive website works with maps and globes to transform learners' understanding of the world.

Winner of a Geographical Association Gold award and a BAFTA award for primary learning, Mapping Our World allows learners to flatten a globe, turn a map into a globe, and merge different map projections. The nine structured activities come with teachers' notes and are designed for whole class learning on an interactive whiteboard or PC.



Map of Africa

UNIT 2

WE ARE CONNECTED



UNIT 2: WE ARE CONNECTED

Unit 2 Activity 1: Perceptions and stereotypes

Core Concept: There is a difference between fact and opinion, between knowledge and perception. Judgements which are based on stereotypes about people or places, are partial and inaccurate, as they reflect assumptions and opinions rather than facts, and they therefore need to be challenged.

Time required: 45 minutes

Curriculum

SPHE; Strand: Myself and the wider world; Strand Unit: Media Education

Objective:

- Explore and understand how information is conveyed

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands

Objective:

- Learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world

Learning Outcomes

That the pupils would be enabled to:

- Recognise and give examples of stereotypes and explain the reason why we need up-to-date and accurate information in order to form judgements and opinions about people and places.
- Revise and develop their own perceptions of Africa.
- Critique generalisations or negative stereotypes portrayed by others.

Teachers' Notes: Before you begin this lesson, gather a number of images of Ireland, those often used in films and ads about Ireland - it is important to avoid extreme images of Ireland that could further contribute to negative stereotypes of the country e.g. images of drunkenness, bad language and ignorance.

Materials Required: IWB and/or flipchart with markers; words suggested about Africa by pupils in *Unit 1 Activity 1 What We Know About Africa*; a selection of images often associated with Ireland in tourist literature, adverts, media (not provided), blank A3 map of Ireland (not provided – a rough shape to represent Ireland can be drawn and copied); online or book *Olanna's Big Day* by Natasha Mac á Bhaird (2009) Courtesy The O'Brien Press – page 5 provided (see below).

Procedure at a glance

- Recap and recall
- Discussion
- Thought Shower activity
- Discussion
- Pairs / Small group work
- Assessment

Detailed Procedure

Recap and Recall

- Show pupils the flipchart sheet (or document stored on IWB during lesson **Unit 1 Activity 1 What We Know About Africa**) which recorded the pupils' initial knowledge about the continent of Africa.
- Ask them to think about how the lessons in Unit 1 have added to the sum of their knowledge, and to think what words they might call out if asked about Africa, now that they have learnt and found out more information about the continent.
- Show pupils *Olanna's Big Day* on the IWB/copy of book and give a brief synopsis of the story: *Olanna and her parents live in Ireland, but their extended family including Olanna's grandmother, her Mama-Bayo, live in Nigeria. They communicate with one another regularly, but Mama-Bayo remains convinced that Olanna needs more warm clothes to protect her from the Irish weather.* Read out page 5 (see below).
- Ask pupils if they think that the depiction of Irish weather in *Olanna's Big Day* (p. 5) is accurate or real. Where might *Mama-Bayo* have got that idea?
- Discuss the important role Irish weather plays in **stereotypical images** of Ireland. Do they think that 'rainy weather' or 'bad weather' might be one of the most stereotypical images of the climate in Ireland?
- Is this image completely untrue, completely true or partly true? Explain how a stereotype can only ever be partly true, and is often untrue. So our judgements and opinions should not be based on stereotypes.
- **Thought Shower** Ask the pupils to call out the names of 15-20 things or images that they might put in a display to represent Ireland to people who had never been to the country. Write up their responses on the IWB/flipchart. Ask them how representative of Ireland is this collection of words. What has been left out?

- Show pupils a selection of online/hard copy images often used in films and advertising to conjure up the island of Ireland. Discuss how these images, used by Irish businesses, tour companies, and Fáilte Ireland, Department of Tourism to promote Ireland, though generally positive, often show unrealistic, simplistic and outdated images of Ireland.

Leprechauns with pots of gold and rainbows, donkeys carrying panniers of turf, whitewashed thatched cottages, green fields of lush grass/small fields full of rocks with stone walls, Father Ted, potatoes, Tayto, shamrock, St Patrick, women in long green dresses playing the harp, greetings like 'Top of the morning', 'There's a grand stretch in the evenings', brown bread, sausages, Cadburys chocolate, Guinness, etc.

- With pupils in pairs/small groups, give each group an A3 blank "map" of Ireland and ask each group to depict on their map, images and words they think are most representative of Ireland today.
- Ask pupils to display their maps and to assess their own and each other's maps in terms of how accurate a picture they show of Ireland.
- Prompt with questions: Have they only given positive images? Are any groups left out? Does it represent people and life in all parts of Ireland today?
- Ask pupils: Can stereotypes be positive as well as negative? What can we conclude from these activities about stereotypes?

Discussion

- Stereotypes can influence how we view other people and places. It is important that we challenge our own and others' stereotypes, and especially those portrayed by media and advertising, which are intended mainly to make money.
- We need up-to-date and accurate information before making judgements about other people and countries, in order to ensure that our understanding and opinions are based on facts rather than on assumptions or stereotypes. This is important because our views and judgements affect our behaviour and actions.

Assessment: Compare answers given by children before, during and after this activity.



Extract from *Olanna's Big Day*, Page 5
© The O'Brien Press

Mama-Bayo often sent something she had knitted for Olanna, like a warm cardigan, or a blanket. She sent a lot of scarves, too. Mama said that Mama-Bayo was worried about the cold weather in Ireland and wanted Olanna to be nice and warm. Olanna loved her scarves: the orange and blue one, the pink and purple one, and the one with all the colours of the rainbow. But her favourite was the long green and white scarf. Mama-Bayo had made it in the colours of the Nigerian flag, and it was just like the one Papa wore to football matches.

Unit 2 Activity 2

2(i): One image, many perceptions

2(ii): Let's find out more

Core Concepts: People often see the same image or event in different ways – these perceptions are influenced by our individual and group experience, interests and values. Pupils need to be aware that their own perceptions and those of others can be very subjective. Images can be interrogated and probed to inform ourselves on the reality of what is depicted.

Time required: 45 minutes for each activity

Curriculum

SPHE; Strand: Myself and the wider world; Strand Unit: Media Education

Objective:

- Explore and understand how information is conveyed

Learning Outcomes

That the pupils would be enabled to:

- Examine and discuss how perceptions of an image can vary depending on the different interests of the individual or group of viewers.
- Examine the influence of perception on our actions.
- Interrogate an image and ask probing questions related to the people or subject matter depicted.
- Use an image to frame relevant questions, as a basis for research on a topic or issue.

Materials Required

Activity (i): A copy of the photograph on page 34 per group (or via hyperlink: <http://www.enjoyuganda.info/pure-nature/national-parks/mount-elgon-national-park/>) with space below it for a caption; a slip of paper per group with the description of their group on it. (Page below can be copied and cut into strips). **Note:** If you have difficulty accessing the hyperlink, the photo can be found through searching images using the following keywords: Mount Elgon National Park + Enjoy Uganda)

Activity (ii): For each group of 4 pupils: a flipchart sheet with a copy of the photo stuck onto the middle; a felt marker in any colour (or if possible 4 markers in different colours).

Procedure at a glance

- Interest groups activity 2(i)
- Discussion
- 'Let's find out more' activity 2(ii)
- Discussion
- Peer Assessment

Detailed Procedure

Activity 2(i): Interest Groups activity

Divide the class into groups of 3. Space out the groups around the room if possible. Give each group a copy of the photo on page 34 and a slip of paper with the name and description of the group whose interests they will represent (see list below). Ask them **not** to show their identity to other groups for now.

- Tell the pupils they are now representing the group described on their slip of paper. Ask them, in their groups, to read their description and discuss how their group might view the photo, which was taken in Uganda.
- Ask them to come up with a caption or phrase to best represent **their group's views on the photo**, and write this below the photo.
- Check the groups to see how they are getting on with this and remind them that the caption is about the photo.
- Pupils put their photos with captions but **not the name** of the interest group they are representing, on a wall as if in a gallery; then walk along the gallery and read all the captions.
- Ask for feedback and comments on the line-up; are the captions very different from each other? Do any of them surprise you?
- Read out a caption and ask groups **which did not write** it to guess whose views or interests are being represented by it. Repeat with 2 or 3 more captions which vary from each other.
- Now go through the line-up with groups revealing their identity and reading out the information on their slip, stating the reasons for their choice of caption. Ensure they use “we” and “our” rather than “they” and “their” to make it more real.

Discussion

Discuss with pupils, using some or all of the following:

- Which captions showed very different views on the scene in the photo? Why were the captions so different when they were all describing the same image/photo?
- Did the captions show the reality of the image or did they show the interests and priorities of the different groups?
- What does this activity teach us about the way we look at and see images? Does the way we see images affect the way we think of and behave towards the people depicted?
- Inform the pupils that this photo was taken in Uganda, in Mount Elgon National Park.
- Ask pupils in their groups to write down something they learnt from this activity.

List of Interest Groups

- 1. Ugandan Tourist Board** – You promote tourism to help Uganda earn foreign currency. Eco and wildlife tours are popular and foreign tourists love to do forest treks. You have a plan to increase this type of tourism.
- 2. Women’s Rights Group** – You are a group of Ugandan activists who work to support the rights of women in poor communities. You want women to have more power to make decisions and improve their lives.
- 3. Ugandan Government Ministry** – You work in the Ministry for Environmental Protection and Rural Development to bring development to poor rural communities, and to protect the environment. You just don’t have enough resources to bring services and facilities to remote rural areas.
- 4. Irish Aid Agency** – You are the Irish Government’s official aid programme and work with the Ugandan Government to improve services and livelihoods, especially for poor rural communities. Protecting the environment and supporting women are priorities for you.
- 5. Timber/Furniture Company** – You are a Chinese logging company which gets timber from forests in Uganda, and has a partnership with a Ugandan furniture factory employing a lot of people. You are hoping to expand your business.
- 6. Save Our Forests.Org** – Uganda is losing a lot of its forests to commercial logging. You are campaigning against this as it will add to climate change and cause problems for poor rural communities.
- 7. The Women in the Photo** – You live in a village 3 kms away and have to collect firewood for cooking. You collect wood after you’ve finished your farmwork. Your children are at primary school. Life is very hard and you hope theirs will be easier.
- 8. Gas/Electricity Company** – You are owned by the Government and a private company, and provide electricity or gas across Uganda, mostly in the cities and big towns. It would cost a lot to bring power to small rural areas, but you hope to eventually.
- 9. Trócaire or Concern or Goal.** You work to help poor Ugandan communities in rural areas, particularly women, to improve their lives. You have started an excellent stove project which would cut down on the need for firewood for cooking.
- 10. The Women’s Husbands.** You are subsistence farmers with small plots of land. You work harder than ever but fail to grow enough food to feed your family all year. Weather patterns have changed so your crops often fail due to drought or flooding.
- 11. The Women’s Children.** Your mothers spend all day collecting wood and working hard on the farm. You hope to go on to secondary school as you hope to get jobs in the city.
- 12. Raji Road Building Company** – You are an Indian or US company which has just won a contract to improve the roads linking Kampala and Fort Portal, two major cities in Uganda. You’re trying to persuade the Government to offer contracts for roads in other areas.

Activity 2(ii): Let's find out more

In this activity, pupils in groups of 3-4, will “interrogate” the photo, by looking at and thinking about the image and coming up with questions to help them to learn more about the people and location depicted, using the 4 points of the compass N; S; E and W as reference points to group their questions. This will help pupils to question and explore an image.

Explanation: (8 minutes)

- Space out the groups around the room; give a flipchart sheet with copy of photo stuck in middle and the letters N; S; E; W; written in marker on top, bottom, right and left of the sheet; give marker/s to each group
- Tell pupils they are going to “interrogate” the photo. Their task is to come up with as many important questions as possible in order to find out about the lives of the women depicted. They are going to use the N/S/E/W compass points to help them do this.
- On IWB or flipchart show the class a similar sheet. With picture in the middle, using one colour write N at top of page; S on the bottom; E on right; W on left. Change colours and write the following: beside N “natural”; beside S “social”; beside E “economic”; and beside W write “Who decides?”
- Explain that they are going to come up with different types of questions about the photo under the different headings as follows:

(These can be projected on IWB or displayed on flipchart):

N – Natural - You want to ask questions about the environment where these women are: climate, landscape, vegetation, wildlife etc.

S - Social - You want to ask questions about how these women live with and relate to other people in their society, including family.

E - Economy - You want to ask questions about how these women and others in their community provide for themselves and their families.

W - Who decides? You want to ask questions about who makes the decisions that affect these women's lives and the lives of their families.

- Give each group space to lay out their sheet flat – on a table or on the floor. They should focus on one compass point at a time; they discuss and write at least 2 or 3 questions on the sheet beside that compass point, before moving to the next point. When they finish they should read through their questions in their groups. **(10 mins)**
- Check with groups to support progress
- When each group has completed at least two questions on all four compass points, sheets can be displayed as a gallery on the walls. **(5 mins)**
- Take each compass point in turn and ask one of the group members to give examples of their questions, or take an example from each of the groups, until questions have been presented on all 4 compass points. **(8 mins)**

Discussion

1. After feedback using the flipchart/IWB with photo and compass points, discuss **the links** between the points, e.g. how social issues link to economic, how environmental issues affect economic etc. For example, living in a very remote rural area (**N**) may mean you have no access to roads, schools, markets, (**E**) which may keep you poor. Drought (**N**) may drive your family further into poverty (**E**).

Does being a woman in that society (**S**) make you more likely to be poor (**E**)? Is your ability to make important decisions (**W**) linked to your level of wealth (**E**) or status (**S**)? Ask for any other examples.

2. Draw arrows to illustrate the links.

Assessment: What was difficult or easy about this activity? What have you learnt from doing it? Teacher lists the learning points as pupils respond. (5-7 mins)

Extension: Focus on **W** – Who decides?

- Ask questions, for example: *These women live in a remote rural area in a very big country – Do you think they are affected by **decisions made by others in their community?** By others **outside their community?** Who? What kind of decisions?*
- (You are looking for answers such as “*their husbands, their community leaders*”, or “*the government*” “*their local government*” – which may/may not decide to build roads, schools, clinics; provide water, electricity);
- Ask them about **decisions made further away** – such as by the **interest groups** in previous activity, some groups possibly wishing to support the community, or companies wanting to cut down the forests for commercial reasons. **Other countries** may trade with or aid their country, which may benefit them; or other countries may contribute to climate change leading to drought or floods which could destroy their crops. **Rising oil prices** on the world market may make transport more expensive in their locality. **Good health, agriculture or education support** to their government through international aid may benefit them, improvements in the **rules of trade** and how trade is carried out may give them better prices for crops and better livelihoods.
- How could poor rural communities such as those of the women in the photo have a say in the decisions which will affect their lives? What could help women like these have more control over their own lives?

You could illustrate this discussion graphically using circles and arrows on flipchart/IWB to show the distances from decision makers to this small community.



Collecting wood in forest
This photo was taken in Mount Elgon national park in Uganda and is re-printed with permission from IRIN <https://www.irinnews.org/content/about-us> © Charles Akena / IRIN

Unit 2 Activity 3: Let's learn about African countries

Core Concept: Accurate information is important in order to form judgements and opinions about people and places. This activity will increase pupils' knowledge of the continent of Africa and of specific African countries.

Time required: 60 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands

Objectives:

- Study some aspects of the environments and lives of people in one location in another part of the world
- Become aware of the various ethnic, religious and linguistic groups of people in the wider world

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship

Objective:

- Become aware of some of the cultures, lifestyles and languages of some countries in the wider world

Learning Outcomes

That pupils in pairs or small groups would be enabled to:

- Identify key information, under a range of headings, on specific countries in Africa, linked to Ireland through trade or aid
- Make a presentation on their respective countries to the whole class.
- Ask and answer questions on each other's presentations with their classmates.
- Assess others' presentations.

Teachers' Notes: In this activity the pupils will begin to research and present information on specific African countries. Age-appropriate information on all the countries can be sourced on the internet but the school's policy on internet use with the pupils MUST be followed, and you need to check any site before allowing the pupils access to it. Possible sites:

Information for primary schools on Ireland's partner countries in Africa at www.ourworldirishaidawards.ie in Teachers' section/lesson plans.

Free copies of Irish Aid children's book One World, Our World (2009) with information on four African countries available for schools. Email: info@irishaidcentre.ie

Facts on Ireland's seven partner countries in Africa:

<https://www.irishaid.ie/media/irishaidpublications/Irish-Aid-Annual-Report-2016.pdf>

(If using this pack after September 2018, look for the 2017 Annual Report on the Irish Aid website)

UN country information:

<http://www.un.org/esa/population/publications/countryprofile/profile.htm>

Comprehensive current information on all countries – search country name.

Materials Required: The book *Ikenna Goes to Nigeria* by Ifeoma Onyefulu, published by Frances Lincoln Books (2007) to show, or project the cover onto the screen for pupils to see. If you can't access the book, remind the pupils about Olanna's Big Day in Unit 1, and Olanna's grandmother's ideas about Ireland; IWB/ flipchart with marker different in colour to that used in Activity 1 Unit 1; list of words suggested in Activity 1 Unit 1 *What We Know About Africa*; Peters Projection wall-map; a variety of information, books, pictures, online links etc. on the countries to be researched (see below for references).

Procedure at a glance

- Introduction – Ikenna's story; recap and recall from Unit 1
- Discussion
- Pairs/small group work
- Assessment

Detailed Procedure

Introduction

- Show on IWB or hard copy, the book *Ikenna Goes to Nigeria*, and give a summarised account of a boy who leaves his London home with his mother to visit Nigeria for the first time, where his family originally comes from, and where they have relatives. Ikenna doesn't know what to expect in Nigeria though he has some pre-conceived ideas of what he will find there, and he finds the reality is somewhat different to his expectations.
- Display the original list from Unit 1 Activity 1, of the pupils' words to describe Africa, on flipchart sheet or IWB. Ask them to consider this list and then to call out any words they would now like to add, or any changes they would now make to the list, using a different colour to record the changes than that used originally.
- Tell the pupils that we have seen that we need facts and information to back up our opinions and judgements about other places and people, and sometimes when we become better informed we change our original ideas or opinions.
- In the next activity and over the next few days they are going to carry out research to find out information about some countries in Africa, and to present what they have learnt. They will work in groups of three.

Teachers' Notes: When the pupils are carrying out independent research on African countries, it is important to make sure that the sources they use are up-to-date and accurate, and do not reflect a Eurocentric perspective whereby Africa is depicted in negative or colonial terms. An example of this would be where a text might refer to geographical features being 'discovered' by European explorers.

Good source material is available on the websites of country embassies.

Pairs/small group work

Introduction: Display the Peters Projection map and focus on Africa.

- Display the list of African countries pupils came up with in the mapping exercise in Unit 1, or ask them to call out countries which they filled in on their blank maps. Locate each country on the Peters Projection map.
- Show pupils the following list of African countries with which Ireland trades or with which it has a development aid partnership. Are these all included on their list from Unit 1? On the Peters map locate any which were not on their list.

Ethiopia	Sierra Leone
Lesotho	Tanzania
Malawi	Uganda
Mozambique	South Sudan
Zambia	Liberia
South Africa	Zimbabwe
Kenya	Nigeria

- Divide the class into groups of 3 pupils, and assign one country to each group, asking them to look at their country on the map.
- Discuss with the class what information would be important to find out about a country which you have never visited, and about which you know very little.
- Pupils suggest types of information; list these on flipchart/IWB
- Check and add to their list from table below. Explain any difficult terms such as gross national income (GNI): *this is the measurement of a country's income. It includes all income earned by a country's residents and businesses, plus income from abroad.*
- Explain that they need to find the latest figures for facts such as life expectancy, literacy, and income.
- Provide a copy of the list below to each group. Read through the list to ensure understanding.
- Explain that they will research their group's country under the different headings, comparing in each case with Ireland as the table indicates.

Research instructions: They will be given two to three hours over the next days to carry out the research. Provide references to websites or handouts to each group. Allow for specific time for this in class over the period.

Explain that once completed, each group will present their information or projects to the whole class and these will be displayed.

	Country: Location in Africa	Ireland
Area in square kilometres		
Capital city		
Leader/ Head of State		
Date of independence and from which country		
Population		
Currency		
Gross National Income per capita (explain)		
Low/middle/high income country		
Major exports		
Life expectancy		
Main physical features		
Major languages		
Literacy level		
Major religions		
Customs, traditions Music		
National flag: Flags can be drawn and coloured		
National sports		
Popular food		
A greeting in the national language		
Links with Ireland		

Presentation and peer-assessment: “Two stars and a wish”

- Allow ten minutes for each group to orally present their projects to the rest of the class over a number of days. If you have 9/10 groups you could have 3 presentations per day. Work can be displayed on wall or IWB.
- Ask the rest of the class to think about and assess each other’s projects in terms of how accurate and informative it was, and if they found the information interesting and useful.
- Ask for two positive comments and one helpful suggestion, “Two stars and a wish”, for each project before displaying the work in the main hall or assembly area if possible. Groups can illustrate their information using their maps, pictures, graphics, artefacts or music, if they wish.

Extension: Ask pupils to think about how they could find out more and understand better the country they wrote about. What could add to their knowledge? Reading more information? Reading poetry and stories from the country? Meeting and talking to people from the country? Learning some of the language, tasting the food, hearing the music? Watching films or documentaries? Reading travel guides from people who have been to the country? Visiting or going to live in the country? Finding out information and facts is not the whole picture but it’s a good start!

Unit 2 Activity 4: Ireland and Africa: culture and connections

Core Concept: There are many connections between Ireland and countries in Africa both historical and current. We are connected in many ways to different African countries and people, and to the continent as a whole.

Time required: 60 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands

Objectives:

- Study some aspects of the environments and lives of people in one location in another part of the world
- Develop an increasing awareness of the interdependence of people in these places and people in Ireland

Integration:

SESE History; Strand: Story; Strand Unit: Stories from the lives of people in the past

Objectives:

- Listen to, discuss, retell and record stories from the lives of people who have made a contribution to national life and to the lives people in other countries
- Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Objective:

- Explore, through the study of some major world commodities, trade issues

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship

Objective:

- Become aware of some of the cultures, lifestyles and languages of some countries in the wider world

Learning Objectives

That the pupils individually or in small groups would be enabled to:

- Give examples of the many historical, cultural, trade, social and political links between people in Ireland and in African countries.
- Identify and locate on map three West African countries, and their flags.
- Give 10-15 examples of links between Ireland and Africa across a range of categories.
- Research and present information on a specific topic related to Irish-African connections.

Teachers' Notes: There may be a pupil/pupils in your class with family or other connections to countries in Africa, and these pupils and their families could potentially be a great source of information. However, gauge their interest in doing this in advance.

Before the activity begins, stick up on wall an A1 flipchart sheet/s to record and display all the links identified as the class goes through this activity. Write Connections or Links at the top of the page.

Materials Required: Large A1 flipchart sheet/s on wall to record and display all the links explored in this activity; Pages 17-21 of *Olanna's Big Day* by Natasha Mac á Bhaird) free to download from www.obrien.ie; *Olanna's Big Day*, pages 18, 27 (supplied); IWB, images [available online] of e.g. flag of Côte d'Ivoire/Ivory Coast, Nigeria, Niger

Images of people with connections to Ireland and Africa (available online) e.g. **Baz Ashmawy**, **Nelson Mandela**, **Barack Obama**, **Bono**; **Joseph Cyrille N'Do**, former international and Cameroonian footballer, coach of Sligo and Achill Rovers; **Mary Manning**, a Dunnes Stores striker 1984-86 (photo of commemorative plaque in Henry St, Dublin supplied); photo of MIA chocolate bar.

Find online:

Liam Ó Maonlaí, Dambé: The Mali Project (adobe flash required for link below) <https://www.rte.ie/entertainment/movie-reviews/2008/0723/447583-dambethemaliproject/>

Afro-Celt Sound System: <https://www.youtube.com/watch?v=2Wmf1xmkuxo>

Roger Casement – Human Rights Hero (In a Nutshell series 2017). By Gaye Shortland - children's book with illustrations <http://www.obrien.ie/roger-casementhttp>:

Information for children about Africa: www.atozkidsstuff.com/africa.html

Procedure at a glance

- Introduction
- Story
- Discussion
- Research – Flags
- Quiz activity
- Research
- Discussion
- Assessment

Detailed Procedure

Introduction

Tell pupils that in this activity they are going to find out about some of the many connections between Ireland and Africa, and Irish people and people from different African countries.

Remind pupils about Olanna, whose life is an exciting mix of Nigerian and Irish influences and experiences – she takes an active part in all the activities at school and in her local area in Ireland, and her Nigerian culture and heritage are very important to her and remain a core part of her identity.

Discussion

In the book *Olanna's Big Day* she is learning to play the tin whistle in the school band and her teacher announces that the band has been invited to take part in the St Patrick's Day parade. Ask the pupils how they think Olanna and her family will react to this news - will they be excited, nervous, uninterested or some other feeling?

Show *Olanna's Big Day* (p. 18) on the IWB and give time for the pupils to say what the illustration and the text tells us about Olanna and her family.

- With pupils, read pages 17 - 21- free to download on www.obrien.ie.
- Read aloud the rest of the book, or simply tell the pupils that, just as the school band is about to join in the parade, disaster strikes and it looks like they won't be able to march - until Olanna offers the scarf her Mama-Bayo sent her, and all is well: her scarf is the ideal solution to the problem (show p. 27 on the IWB) because Tommy can now carry the drum using the scarf as a strap, and Olanna feels her grandmother is now fully involved in the parade, even though she is living in a different country.
- As well as being Irish, Olanna is proud of her Nigerian culture and origins and it is important for her to be in touch with her grandmother and other relatives who live in Nigeria.
- Is that the same for Irish people who emigrated to the US or England in the past? Is it true today? Why is it important to keep our culture even if we live in another country?

Flags activity

- Tell the class they are going to look at flags of some different countries. Why do we have national flags?
- Ask them: What are the colours of Olanna's scarf? What are the colours of the Nigerian flag? What colours does it share with the Irish flag?
- Project or display the flags of Nigeria and Ireland; locate Nigeria on the Peters Map
- Locate these two other West African countries on the Peters Map: Niger; and Cote d'Ivoire (Ivory Coast)
- Project or display the maps of Ireland, Nigeria, Niger, Cote d'Ivoire (Ivory Coast) What do they all have in common?
- Pupils in pairs pick - or teacher assigns - a different country in Africa from the Peters Map, Each pair draws and colours the country's flag on an A4 page and finds out what the flag colours/symbols represent; they write the meaning below the flag.
- Pages are displayed on the wall, and pupils view them. How many of the flags share any of the colours of the Irish flag?
- Record this work on the Links sheet on wall.

Afriquiz

This is a type of survey in quiz format which requires collaboration by pupils who work in pairs and engage with others to find answers in a given timescale. The objective is for them to become aware of the many connections they have with Africa. The most effective way is for them to move around, but if space doesn't allow they could ask pupils nearest to them.

- With pupils in pairs, hand out a quiz sheet on links between Africa and Ireland to each pair.
- They have 10 minutes to complete the sheet getting answers **from other pairs of pupils**.
- When the teacher says *Start* they move around in pairs and find others who can give them the answers. If pupils don't know the answer they can ask another question; once a question is answered they must move on to other pupils.



- After 10 minutes, pupils return to their places.
- By show of hands: How many pairs completed the survey? How many almost completed it?
- Review and write up answers on IWB/flipchart, giving each pair a chance to contribute one connection.
- Were pupils surprised by what this activity showed? What surprised them?

Afriquiz

Find someone who:			
Has been to an African country. Country:	Has relatives living in Africa. Country/ies:	Whose family eats/ drinks products which come from Africa. Products:	Knows words in Swahili (spoken in East Africa) used in a popular Disney film. Words/film:
Whose name begins with the same letter as an African country. Country:	Can name any of the 7 countries in Africa where Ireland works with governments. Country/ies.	Knows a place in Ireland named after a recent US president who is African American. Place:	Knows which ocean is on part of both Irish and African coastlines. Ocean:
Knows the name of:			
Two East African countries whose runners won 5 of 6 top medals in a race in 2016 Olympics, and often win the Dublin marathon. Countries:	A former president of an African country who was made Freeman of Dublin and won the Nobel Peace Prize in 1994. Name:	A world famous Irish band leader who has campaigned for better health and better trade deals for Africa. Name:	An Irish TV personality born in Africa to Irish and Egyptian parents, maker of award winning TV series with his "mammy". Name:
The longest river in Africa – and the world – sounds like an Irish boy's/man's name. Answer:	Two precious minerals which we get from Africa. Answer:	An international level African soccer player who plays for/coaches Mayo teams. Name:	A famous Irish patriot executed in 1916 who fought for human rights in Africa. Name:

Exploring our Links

Using different colours, on IWB/flipchart use as much space as possible to draw a rough shape to represent Africa, with a much smaller shape to represent Ireland some distance above it.



- Draw a number of arrows between them to represent links;
- From their surveys ask pupils to call out different **types/categories** of links, prompting them if necessary: e.g. historical, geographic, trade, sports, political, migration etc., and write on arrows.
- Ask for and list more categories which may **not** have come up e.g. migration; religious.
- Indicate by double headed arrow where link is two-way:

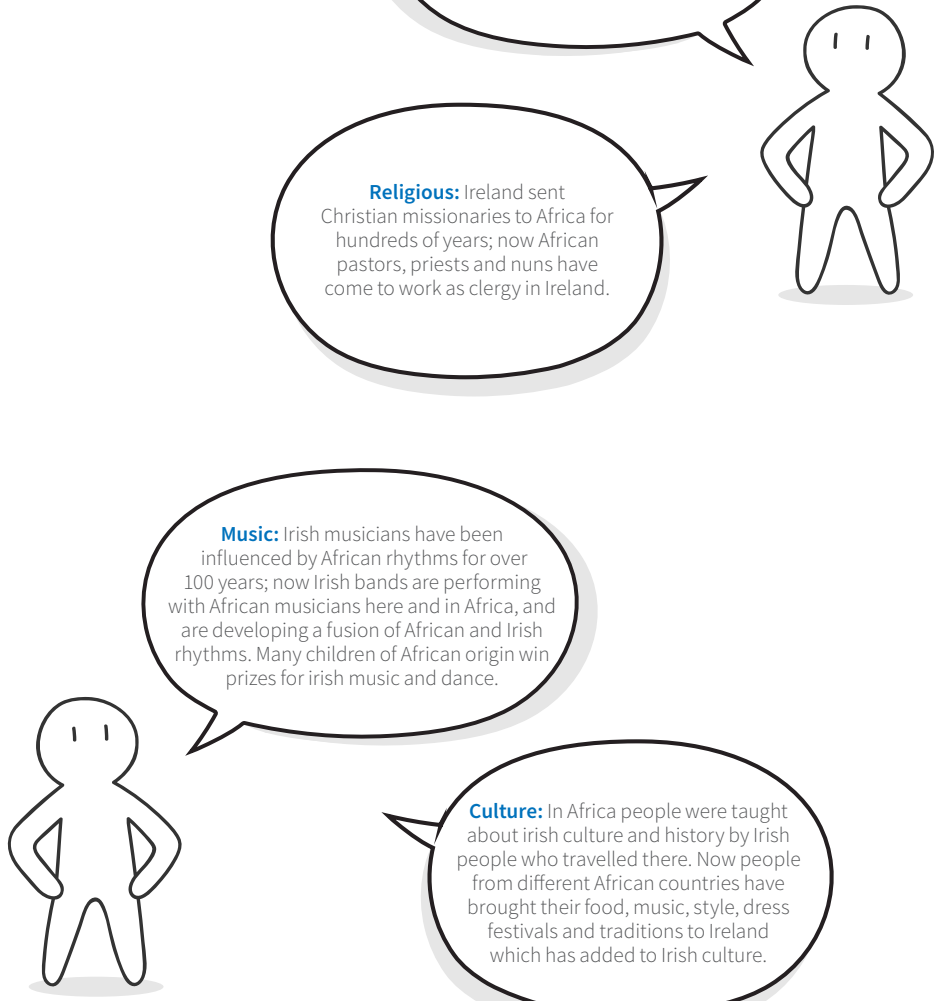
↔

Migration: People from Ireland have gone to live and work in Africa for over 150 years, (South Africa has 30,000 Irish passport holders). Since about 1990, African people have been coming to live and work in Ireland.

Religious: Ireland sent Christian missionaries to Africa for hundreds of years; now African pastors, priests and nuns have come to work as clergy in Ireland.

Music: Irish musicians have been influenced by African rhythms for over 100 years; now Irish bands are performing with African musicians here and in Africa, and are developing a fusion of African and Irish rhythms. Many children of African origin win prizes for Irish music and dance.

Culture: In Africa people were taught about Irish culture and history by Irish people who travelled there. Now people from different African countries have brought their food, music, style, dress festivals and traditions to Ireland which has added to Irish culture.



- Display sheet on the wall.
- Pupils individually or in pairs write something they have learnt from these linking activities.

Research Activity

For homework or designated period in class, pupils in pairs or small groups research and write a page on one of the following Irish connections with Africa:

- The Dunnes Stores strikers 1984-87
- Roger Casement's human rights work in the Congo
- Bono's work campaigning in support of Africa
- Barack Obama's Kenyan and Irish origins
- The work of the Medical Missionaries of Mary in Africa
- Ireland's seven partner countries in Africa www.irishaid.ie
- Liam O'Maonlai and the Dambé Project the festival of music in Mali, West Africa

Presentation

- Pupils' pages are displayed on wall and groups present their research – up to three presentations per day – using map and images where possible

Homework assignment (this prepares the ground for upcoming activities in Unit 3):

Ask pupils to think about **trade links** between Ireland and African countries. Remind them that they have discovered the major imports and exports for the countries they researched in Unit 2 Activity 3: *Let's learn about African countries*. Encourage them to think of minerals, such as oil, gold etc. and also foodstuffs.

Ask pupils to:

1. Find some items we import to Ireland from African countries: Ask pupils to check in the cupboards and shelves of their own homes, and in local supermarkets and shops, as well as looking up information.
2. In class pupils, in groups, draw up overall lists and display on flipchart sheets.
3. Hold a class discussion on the types of goods imported and exported, and trade between Ireland and Africa, using the information below where relevant.

Teachers' Notes: Use the following information summarised from a newspaper article in 2016 to discuss and explore Ireland's trade with Africa:

- Trade between Africa and Ireland increased by one third between 2010 and 2014. In 2015, Ireland's total trade with Africa was valued at **€2.3 billion**, which included **exports from Ireland to Africa worth €1.5 billion, and imports to Ireland from Africa of €724 million.**
- **Irish exports to South Africa, Nigeria and Egypt** accounted for almost 60 per cent of our exports to Africa in 2015, with a combined value of more than **€884 million.**

- Irish companies have invested in a number of sectors in Africa, including pharmaceuticals, engineering and agribusiness.
- Although the overall volume of exports from Africa to Ireland has risen in recent years, the value has fluctuated greatly - rising to a high of **€1.9 billion in 2012** but falling back to **€724 million in 2015**, primarily due to the decline in global commodity prices.

Source: <https://www.irishtimes.com/business/export-opportunities-abound-in-africa-irish-firms-told-1.2689128>



Plaque to Mary Manning, a Dunnes Stores striker, in Henry St, Dublin



Extract from *Olanna's Big Day*, Page 18
© The O'Brien Press

Papa bought some shamrock and pinned it to Olanna's uniform. He pinned a big bunch on his coat and on Mama's new dress. They were ready to go!

As they were leaving, Olanna grabbed her green and white scarf and wrapped it around her neck. She hoped the band leader wouldn't notice. They weren't supposed to wear scarves with their uniforms, but Olanna wanted Mama-Bayo to be part of the parade too.



Extract from *Olanna's Big Day*, Page 27
© The O'Brien Press

The parade was about to start! There was not time to fix the strap. Tomy looked like he was going to burst into tears.

Then Olanna had an idea. 'My scarf!,' she said. 'We can use my scarf instead of a strap.'

UNIT 3

TRADE AND INTERDEPENDENCE



UNIT 3: TRADE AND INTERDEPENDENCE

Unit 3 Activity 1: Competition or cooperation?

Core Concept: Transactions between individuals can be competitive or cooperative; the same applies to groups or bigger entities such as countries. While competition will benefit one party over the other, cooperation can benefit both parties.

Time required: 60 minutes

Curriculum

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship

Objective:

- Practise ways of working together and of developing a sense of belonging

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Learning Outcomes

That the pupils would be enabled to:

- Give examples of the difference between competition and cooperation and discuss the relative merits of both.
- Explain how to engage in a transaction with others in a way that can result in benefits for both parties.
- Discuss how countries can trade crops with each other.

Materials Required

- A copy of rules of Fist or Palm Activity on a handout for pupils or on IWB.
- For the **Riceland-Beanland** simulation activity, each pair needs 4 x sheets of paper and pens.
- A specific information/instruction sheet for each pair.

Procedure at a glance

- Introductory activity
- Discussion
- Simulation experience
- Discussion
- Assessment

Detailed Procedure

Introductory Activity

Fist or Palm Activity:

- Divide the class into pairs. Give each pair a sheet and pen and a copy of the table below (or project on IWB). Explain the rules and the scoring system.

Rules:

The aim of this activity is for everyone to score as many points as they can, based on the table below

- Partners face each other with hands hidden behind their backs or under the table.
- At a signal from the teacher, the pupils show their partners an open palm or a clenched fist.
- This activity is undertaken in silence - only the teacher may speak.
- Each pair keeps its own score

A shows	B shows	A gets	B gets
Fist	Fist	1	1
Palm	Palm	2	2
Fist	Palm	4	0
Palm	Fist	0	4

- Explain that there will be ten rounds; they must write down scores after each round and total them at the end.
- Give the signal to start. After 10 rounds and the scores have been totalled, ask for their scores without comment.
- Now ask them to go another 10 rounds, only this time they can talk to each other and discuss their scores as they go. They write down their scores.
- Ask for totals at the end.

Discussion

- Ask if they thought they were taking part in a competition against each other, and how the second round might have changed the way they interacted with the other person.
- Did talking to each other change the way they played? If so, how?
- Did competing or collaborating work out best? Explain their reasons.

Simulation experience: Riceland and Beanland

- Tell the class they are going to do an activity in which they are going to represent two countries **Riceland** and **Beanland**, whose people are coming together to trade for the first time. They will work in pairs throughout, and meet to negotiate in groups of four, with one pair representing Beanland, and the other pair representing Riceland.
- Read the following scenario (on their information page as well):

The people of the neighbouring island countries, Riceland and Beanland, both need rice and beans as part of their staple diet.

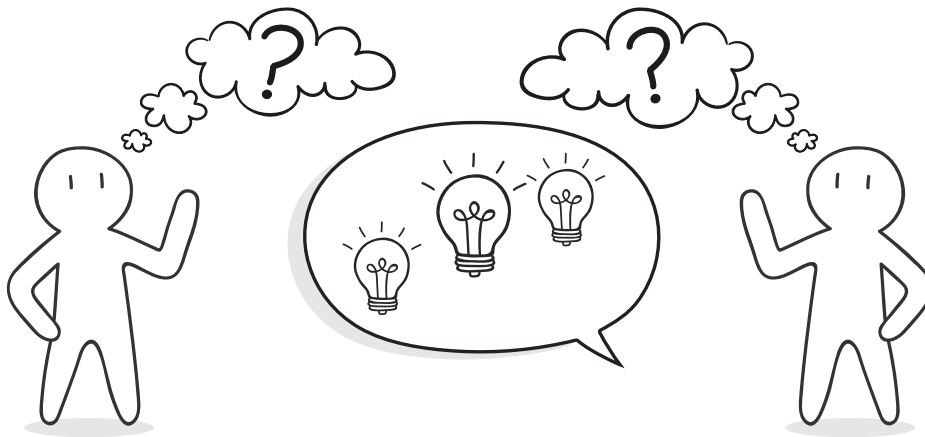
Both countries can grow both crops. However, Riceland is better suited to growing rice than beans. One worker in Riceland can grow twice as much rice as beans in a year. Beanland is better suited to growing beans than rice. One worker in Beanland can grow twice as many beans as rice in a year.

At the moment with no trade between the countries, in one year:

- *Riceland produces 2 crops of Rice and 1 crop of Beans*
- *Beanland produces 2 crops of Beans and 1 crop of Rice*

You need equal amounts of both beans and rice for a balanced diet. So what are you going to do about it?

- Divide the class into pairs of *Riceland* or *Beanland* representatives. Give each pair their instruction page and ask them to read it. **(3 mins)**
- Give each pair three blank pages to represent their crops.
- Ask them to 'produce' their crops for the year – drawing on separate pages, either a sack of rice or of beans depending on what that pair can produce in a year – taking into account which country you're from. **(5 mins)**
- Tell them that they will very shortly be representing their country at meetings to negotiate new trading agreements between Riceland and Beanland. Each pair should now discuss the approach they are going to take to the negotiations. **(5 mins)**
- Set up the meeting with groups of 4 sitting together, 2 from Beanland and 2 from Riceland. Then invite the pairs to conduct whatever exchange they think best benefits their country. They have 8 minutes to make a trade agreement. **(8 mins)**
- Ask different groups to state the trade agreement they have reached, or whether they failed to reach an agreement. **(3 mins)**



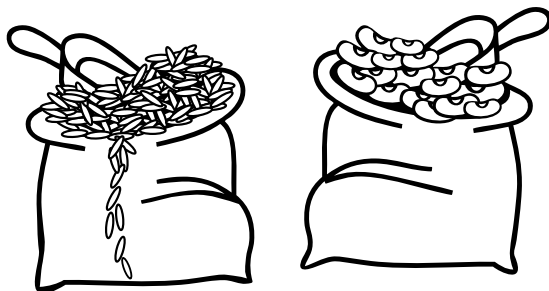
Discussion

Ensuring that each table contributes, use the following questions or others to prompt a brief discussion, and record main points of learning or questions that emerge:

- What happened?
- What ideas for trade did you come up with in your own pair?
- Did you stick to your ideas, or did you change your plan during the meeting with the other country representatives?
- What kind of agreement did you reach? Did it allow both countries to achieve their aim?
- How could/did each country end up with more of each product?

Further reflection

- If you were in charge of Riceland or Beanland and wanted to give advantage to your own producers, what policies or regulations could you put in place a) at the border between your two countries b) on the farms or c) in the market?
- Do you think that this activity is similar to what happens in real life when countries trade with each other? (See Teachers' Notes below)
- Do you think countries should specialise in one or two crops, or grow a variety of crops? (See Teachers' Notes below)



Instructions for Beanland Representatives

The people of the neighbouring island countries, Riceland and Beanland, need rice and beans as part of their staple diet.

Both countries can grow both crops. However, Beanland is better suited to growing beans than rice. Riceland is better suited to growing rice than beans. One worker in Beanland can grow twice as many sacks of beans as rice in a year. One worker in Riceland can grow twice as many sacks of rice as beans in a year. So in one year:

- Beanland produces 2 crops of Beans and 1 crop of Rice
- Riceland produces 2 crops of Rice and 1 crop of Beans

You need equal amounts of both beans and rice for a balanced diet. What are you going to do about it?

You and your team will now represent Beanland at a meeting to negotiate a trading agreement with a team from Riceland.

Your task is to:

1. End up with more rice both now and in the future, and
2. Get the best deal possible for your people.

You know that beans are a source of protein, and so your crop is more valuable than rice, a carbohydrate.

Steps for teams

- Produce your crop: draw on separate sheets of paper either a sack of rice or a sack of beans to represent your 3 crops for the year. **(3 mins)**
- Discuss with your Beanland team mate the approach you will take in the negotiations, in order to achieve your task (make sure the Riceland team can't hear you). **(5 mins)**

You are representing your country, Beanland. Your country needs rice as part of a balanced diet for your people.

When the teacher gives the signal you can begin negotiations.

Instructions for Riceland Representatives

The people of the neighbouring island countries, Riceland and Beanland, need rice and beans as part of their staple diet.

Both countries can grow both crops. However, Riceland is better suited to growing rice than beans. One worker in Riceland can grow twice as many sacks of rice as beans in a year. Beanland is better suited to growing beans than rice. One worker in Beanland can grow twice as many sacks of beans as rice in a year. Therefore, in one year

- Riceland produces 2 crops of Rice and 1 crop of Beans
- Beanland produces 2 crops of Beans and 1 crop of Rice

You need equal amounts of both beans and rice for a balanced diet. What are you going to do about it?

You and your team will now represent Riceland at a meeting to negotiate a trading agreement with Beanland.

Your task is to:

1. End up with more beans both now and in the future and,
2. Get the best deal possible for your people.

You know that your rice is a source of carbohydrates, and so is more versatile than a protein such as beans (it can be used on its own or to make a protein more nutritious).

Steps for teams

- Produce your crop: draw on separate sheets of paper either a sack of rice or a sack of beans to represent your 3 crops for the year. **(3 mins)**
- Discuss with your Riceland team mate the approach you will take in the negotiations, in order to achieve your task (make sure the Beanland team can't hear you). **(5 mins)**

You are representing your country, Riceland. Your country needs beans as part of a balanced diet for your people.

When the teacher gives the signal you can begin negotiations.

Teachers' Notes: The Riceland-Beanland scenario provides a way to explore the idea that a county or region should specialise in a crop it is best suited for, in order to increase production. It can then trade and export to other countries the surplus which it doesn't need. This has been referred to as **comparative advantage** and was introduced in colonial times in Africa to intensively produce a particular crop/crops which grew well in that country or region. However, the benefits then went mainly to the colonial power which exported and traded the crop. Nowadays many countries in Africa still specialise in one or two main export crops, and this can cause problems and high levels of risk.

In the Riceland/Beanland scenario, each country could decide to specialise in their main crop, which they could trade with the other country to get enough of the other crop, resulting in both countries getting enough rice and beans for a healthy diet for their people. However, were this to happen in real life, this approach could be very risky for both countries as it is **based on a number of assumptions**, which may or may not be true, as follows:

Nationally, it assumes that:

- The negotiators (i.e. country's representatives) have the ability and power to inform and influence all their country's farmers and suppliers.
- There are good transport links and good communications countrywide, so that essential imported goods can reach all areas.
- There will be no problem with lack of diversification for the land and for the wildlife. (For example growing only one crop might risk nutrients in the land being reduced leading to a need for imported fertiliser).
- There will be no problems with dependence on just one crop – and the ability to control crop failure or disease.

Internationally, it assumes that:

- The two countries are not impacted by global forces which are outside their control or influence. E.g. rise in oil prices; spread of crop disease from other countries; climate change; conflict etc.
- There are no import taxes between the countries.
- One country does not have power over the other country (e.g. no colonies, no debts, etc.).
- There are many countries like Riceland and Beanland, and many farmers and consumers, so no one has power to influence the price by themselves – but in reality monopolies exist which can influence the price.

Unit 3 Activity 2: Interdependence and trade

Core Concept: A country imports goods and resources from other countries based on its needs and wants – this is **demand**. A country exports resources and goods which it can produce to other countries which need or want them – this is **supply**. International trade is based on transactions of supply and demand between countries.

Time required: 60 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Objective:

- Explore, through the study of some major world commodities, trade issues

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands

Objective:

- Develop an increasing awareness of the interdependence of people in these places and people in Ireland

Learning Outcomes

That the pupils would be enabled to:

- Define basic terms used to describe international trade.
- Define and give examples of natural resources, and agricultural, manufactured and technological goods.
- List examples of imports to Ireland, and exports from Ireland.
- Identify, by locating on maps, countries from which certain commodities imported to Ireland originate.

Materials Required

- An A3 or A4 sheet for every four pupils
- Pupils' colouring pencils
- World map
- Atlases
- Blank world map for each pupil (not included)
- Flipchart or IWB

Teachers' Notes: Glossary

Note: This lesson is an adaptation of a lesson devised by Michael Fantauzzo at <http://www.frontiernet.net/~mikef/lessonplans/lessons.htm>

Procedure at a glance

- Homework assignment and discussion
- Definitions of trade terms (group activity)
- Discussion
- Imports and exports to Ireland (group activity)
- Countries from which Ireland exports goods (group activity)
- Discussion
- Review of Learning

Detailed Procedure

Homework assignment to be done before this activity:

Ask half of the pupils to make a list of five examples of foods and drinks (including hot drinks) they have at home which have main ingredients that are grown in African countries, and the other half to make a list of five countries from where the clothes they and their family have at home originate.

- Next day ask pupils to name countries in Africa which grow the main ingredients in some of the **foods and drinks** they have at home. List these products and countries on IWB/flipchart and locate countries on world map. With pen/wool create lines on world map from the countries listed to Ireland. (If preferred use a blank world map). Display on wall.

Teachers' Notes: All food products available in Ireland have an EU address on the label – this is to make it easier for customers to complain. This means that the actual origin of some food products is not available; for example, orange juice may have been made with oranges grown in Palestine or South Africa, but as the product was processed and packaged in the UK, it will have a UK label on it. **The origin of clothes is easier to trace.**

Definitions

- Ask the pupils in pairs to discuss the following terms and to write a simple explanation for each in their own words:
 1. **natural resources**
 2. **agricultural goods**
 3. **manufactured goods**
 4. **technological goods**
 5. **import**
 6. **export**
- Pupils then look up the definitions in their dictionaries / on the internet and compare with their own explanations.
- With the pupils, list on IWB/flipchart each of the terms with a simple definition for each based on correct responses. Try to keep to general definitions rather than specific examples at this stage. (See Glossary on page 61)

Types of goods and resources – what do we import or export?

- Divide the class into groups of four. Give each group an A4 or if possible, an A3 sheet with **one** of the following terms written on it: **natural resources, agricultural goods, manufactured goods, technological goods.**
- Ask them to write as many examples as possible under their heading of resources or goods we use in Ireland today, which are either made in Ireland or come from other countries.
- Ask groups to call out their examples and write up 6-8 examples under each of the four headings on IWB/flipchart.
- Ask pupils whether they think each item on the general list is **imported into** or **exported from** Ireland; put an **'I'** or an **'E'** beside each, or **'I/E'** if an item is both imported and exported (e.g. cheese). Or **?** if they don't know.
- Give the pupils the information on Ireland's exports and imports below in **Teachers' Notes.**
- With the pupils, check the list on IWB/flipchart against the information, writing down any changes that need to be made.
- Go through the information with the pupils; discuss the categories of goods in Ireland's top imports and exports.
- Display list on the wall.

Which countries do we import from?

- Explain that Ireland now imports a lot of clothing. Ask the pupils who made a list as homework of the **countries of origin of their/their family's clothes** to call out these countries.
- Compile a list, on the IWB/flipchart based on all responses.
- Ask them what they notice about the countries listed. Tell pupils that Ireland had many clothing factories 60 years ago, but there are almost none now. Ask them why they think we now import so many clothes from other countries. (Many of these countries are low income countries – many multinational manufacturing companies have located their plants/factories in countries where labour is cheap, or manufacturing companies have set up in those countries as they facilitate lower-priced garments due to much cheaper labour costs).
- Refer to world map on wall marked with lines showing countries from which Ireland imports foods and drinks. Based on clothing imports list, add lines from additional countries where our clothes are made.
- Ask pupils to consult their world maps or atlases to locate any of the countries mentioned with which they are unfamiliar.
- Give a blank world map to each pupil, ask them to draw a line from Ireland to the countries from where the products/commodities on their homework lists originate, and then to colour in those countries using different colours. They can use their atlases or maps.
- Read this quote from Martin Luther King Jr. (son of Martin Luther King the US black rights activist) at the end of the activity:
 - *'Before you finish eating your breakfast this morning you've depended on half the world . . . We aren't going to have peace on earth until we recognize this basic fact.'*
- Ask pupils what they think Martin Luther King Jr meant by this statement.

Discussion

Use the following questions to generate a general discussion about what they have learned:

- Ask pupils about the lists they compiled and the countries on it. What did you notice? What, if anything, surprised you?
- Who do they think benefits from imports? How? Does it cause disadvantages for anyone?
- Who do they think benefits from exports? How?
- When a country manufactures and exports clothes: do you think that the country, the manufacturing companies and the workers all benefit? Does anyone else benefit as well? (e.g. transport companies; packaging companies; government)
- What benefits do a) the workers b) the companies and c) the government, get from the business?
- Who makes the decisions about the share of profits?
- Which is better for a country – a national or an international company? (Teachers Note: There is no “correct” answer sought here e.g. sometimes workers benefit more from foreign companies, and sometimes not. However pupils can debate and discuss this from different angles)

Extension activity

Ireland is the **27th largest export economy** in the world. In 2016, Ireland’s total **exports were worth €110 billion** (\$128 billion) and **imports were €64 billion** (\$75.2billion). The difference between a country’s imports and exports is called its **balance of trade**.

Ask pupils to calculate **Ireland’s balance of trade** in 2016 in euro. When a country’s exports are greater than its imports this is called a **positive trade balance**. **Much of Ireland’s high level of exports is by US companies based in Ireland.**

Assessment: Ask pupils to write down what they have learnt about world trade from this activity.

Teachers’ Notes: Ireland’s imports and exports

The statistics for Ireland’s exports and imports in 2016 below are taken from the following: <https://atlas.media.mit.edu/en/profile/country/irl/>

During the last five years **Ireland’s exports have increased** each year.

The **top exports** from Ireland in **2016**:

1. **Chemical products** (medical and scientific) €63bn (\$73bn)
2. **Machines** (computers, phones, electronics, machinery etc. €15bn (\$17.2bn)
3. **Instruments** (medical and scientific) €11.5bn (\$13.4bn)
4. **Foodstuffs** (beverages, raw ingredients, processed foods) €5.3bn (\$6.2bn)
5. **Animal Products** (meat, fish, dairy, raw and processed) €5.2bn (\$6.1bn)
6. **Aircraft, vehicle parts** €2.5bn (\$3.78bn)
7. **Plastic** €1.4bn (\$1.6bn)

8. Metals (metal, iron: parts, tools etc. €1.bn (\$1.2bn)

9. Minerals (refined petrol, iron ore, peat, zinc) €950m (\$1,19bn)

Ireland's top imports in 2016

1. Transport vehicles (aircraft, cars, buses etc.) €15.2bn (\$17.6bn)

2. Chemical products €12.7bn (\$14.8bn)

3. Machines (computers, manufacturing, engineering, home, office etc.) €10.3bn (\$12bn)

4. Foodstuffs (raw / processed, also animal feed) €4.3bn (\$5.03bn)

5. Mineral products (crude and refined petroleum, aluminium) €3.8bn (\$4.5bn)

6. Instruments (medical and scientific) €2.4bn. (\$2.8bn)

7. Plastics and rubber €2.4bn. (\$2.8bn)

8. Textiles €2.07bn (\$2.46bn)

9. Metals €1.9bn (\$2.3bn)

10. Animal products (for consumption) and **live animals** €1.5bn (\$1.8bn)

The top five countries we export to are: the USA €28.7bn (\$33.4bn), **the UK** €14.2bn (\$16.5bn), **Belgium** €14.1bn (\$16.2bn), **Germany** €7.4bn (\$8.6bn), and **Switzerland** €6.0bn (\$6.99bn).

The top five countries we import from are: the UK €19.7bn (\$22.9bn), **the USA** €8.3bn (\$9.6bn), **Germany** €5.6 (\$6.53bn), **the Netherlands** €3.2 (\$3.7bn) and **France** €2.7bn (\$3.18bn).

Glossary

- **Import:** to bring any good or service into a country on the basis of a financial transaction, from another country usually as part of a trade arrangement.
- **Export:** to send any good or service from one country to another country the basis of a financial transaction, usually as part of a trade arrangement.
- **Natural resources:** resources occurring naturally on earth e.g. water, oil, iron ore, diamonds, coal, coltan (an ore used in manufacture of electronic devices such as phones)
- **Agricultural goods:** goods that are produced as a result of farming e.g. milk, wheat, or other grains, rice, meat, coffee, sugar, vegetables, cocoa, fruit, oils.
- **Manufactured goods:** goods that are made from raw materials through a process using tools or machinery and human labour that changes their form e.g. shoes and handbags, cosmetics, furniture, building materials, clothes, toys, paper, processed foods or drinks, pharmaceuticals/medicines, cars,
- **Technological goods:** Scientifically produced goods, which use information to improve human activities such as production, organisation, creation and communication e.g. machinery, computer hardware and software, phones, copiers, cameras, plane or car engines.

Unit 3 Activity 3: Interdependence and trade – Africa and Ireland

Core Concept: Countries are increasingly connected and interdependent in many ways, including through trade. What happens in one part of the world can impact negatively or positively in other parts of the world, or across the whole world, and can affect people's livelihoods and wellbeing.

Time required: 60 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Objective:

- Explore, through the study of some major world commodities, trade issues

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands

Objective:

- Develop an increasing awareness of the interdependence of people in these places and people in Ireland

Learning Outcomes

That the pupils would be enabled to:

- Give examples of imports and exports for a number of African countries, and for Ireland
- Explain the terms 'interdependence' and 'globalisation'.
- Illustrate on a map, examples of trade connections between six of these countries and Ireland.
- Explain how interdependence and globalisation affects countries, giving examples of how events or actions in one part of the world can impact countries and communities in other parts of the world.

Materials Required

- Atlas or large world map
- Map of Africa
- Blank map of Africa and much smaller one of Ireland per group.
- Import/export activity sheets, one per pupil
- Colouring pencils or string/wool with scissors and blu-tak for each group
- Sticky dots

Procedure at a glance

- Group Work/Map Work
- Discussion
- Assessment



Blank maps of Ireland and Africa

Detailed Procedure

Group Work/Map Work

- Explain to pupils that they are going to look at the movement of some products between certain African countries and Ireland.
- Divide the class into six or seven groups. Give each group a blank map of Africa and of Ireland, coloured sticky dots, and either scissors wool/thread and blu-tak, or coloured pencils; Give each pupil an import/export activity sheet with six countries on it.
- Ask each group to locate each of the six African countries listed on the import and export sheet below on the map, and to mark each one by putting a coloured dot on it or colouring it in on the map.
- Ask each group to study their import/export activity sheet and to show the movement of the products between Ireland and the six countries in Africa by creating lines using string/wool and blu-tak, or pencils between the countries, e.g. Ireland imports tea from Uganda and exports chemical materials, including medicines to Uganda. So link Ireland and Uganda with a piece of string, or by lines drawn.
- When all of the groups complete the activity, ask for comments and observations.

Examples of imports from Ireland and exports to Ireland from six countries in Africa in 2016

<p>Zambia</p> <p>Imported from Ireland: chemicals, food essence, malt extract, dried milk</p> <p>Exported to Ireland: mineral water, wooden furniture</p>	<p>Mozambique</p> <p>Imported from Ireland: medical equipment, food essence (e.g. Coke formula), offal beef</p> <p>Exported to Ireland: vermiculite (a mineral used in gardening/horticulture)</p>
<p>Ethiopia</p> <p>Imported from Ireland: food essence (e.g. Coke formula), medicines, computers, disinfectant, medical equipment, baby food</p> <p>Exported to Ireland: coffee (not roasted), strawberries and raspberries and other soft fruit, beans and other veg, garlic</p>	<p>Tanzania</p> <p>Imported from Ireland: food essence (e.g. Coke formula), malt extract, computers, medical equipment, dried milk</p> <p>Exported to Ireland: coffee (not roasted), unrefined lead, pebbles, trousers and t-shirts, mineral water, beer</p>
<p>Uganda</p> <p>Imported from Ireland: food essence, computers, insecticide</p> <p>Exported to Ireland: coffee (not roasted), pebbles, garments</p>	<p>Lesotho</p> <p>Imported from Ireland: medical equipment</p> <p>Exported to Ireland: nothing in 2016</p>

Teachers' Notes: Trade between Ireland and Africa

Actual imports and exports vary from year to year, depending on a variety of factors above simple supply and demand. The examples refer to six of Ireland's partner countries in Africa. The trade imbalance between Ireland and African countries is in the region of 43 times, meaning that we export to African countries 43 times the amount of goods we import from those countries. Imports from Africa countries have been decreasing year-on-year since 1995 (Source: Evidence and Opportunity Reports, Value Added in Africa, 2011 and 2016: <http://www.proudlymadeinafrica.org/education/research>)

Other African countries with which Ireland trades include Nigeria, South Africa, Kenya, Egypt, and Sierra Leone and Malawi (also partner countries), and others; and for some of these the volumes of trade are much greater than for the six countries above.

However, with a couple of exceptions, the reality is that African countries are not high up on the list of countries to which Ireland exports its goods.

Discussion

Explain that:

- **Globalisation** refers to the many connections countries have with one another. With improved communications and faster travel all the countries of the world are connected more than ever. The biggest companies in the world are often called **multi or transnational companies** because they work in and between many different countries, and can move their resources across different countries. As well as trade, there are other connections between countries.
- Ask pupils if they can identify any **multinational or global companies**; and if they can name any **other global institutions**. (e.g. the United Nations; International Red Cross, International Red Crescent, World Trade Organisation, European Union, African Union).
- Because we live in such a connected world, countries depend on each other for goods and services, and much more, and this is often referred to as **interdependence**.
- Ask pupils to identify any interdependent trading relationships that emerged from the linking activity. Are there other reasons besides trade why countries depend on each other? What kind of things that happen in one country might affect other countries?

Interdependence Activity

- Copy, cut up and distribute one of the scenarios below to each pair or three pupils.
- They should consider their scenario and how it might affect the country or countries where it happens, and other countries with which it trades; or if it is a global event, how it affects different parts of the world. They should note down their points.
- Check with each group/pair to ensure they understand the wording of their scenario
- After five to seven minutes, each group or pair presents their scenario, locates the country or region on the map and states the impacts.
- Note down on IWB/flipchart the range of impacts these events can cause nationally and internationally.

a. An outbreak of Coffee Wilt disease in Uganda:

How might that affect coffee growers in Uganda? Uganda as a whole?
Other coffee producing countries? The price of coffee on the world market?

b. An outbreak of famine in Ethiopia:

How might that affect the region where famine happens? Ethiopia as a whole?
Ethiopia's trade?

c. An outbreak of foot-and-mouth disease in cattle in Ireland:

How might that affect agriculture? Livestock farmers and their communities?
Ireland as a whole? Ireland's exports?

d. Over-production of a crop in a few countries:

How might that affect other countries that produce the same crop?
The price of the crop on the world market?
The agricultural environment in the producer countries?

e. Increased tariffs (taxes) on goods from African countries by Europe:

How might that affect African countries? Farming communities in those countries?
Non-African countries producing the same goods?

f. Cheaper clothing produced in Asia:

How might that affect other clothing-producing countries? Countries in Asia? Clothing
imports to Ireland? The way we buy clothes? The environment?

g. The rise or fall of the price of oil, on the global market:

How might that affect the cost of transport worldwide? Costs for small farmers as oil is used
for fertiliser? Developing countries importing oil? Oil producing countries?

h. The rise of the value of a country's currency: compared with other currencies

How might that affect the cost of imports to that country? The cost of its exports? The
standard of living of ordinary people in the country?

i. Drought across three countries in East Africa due to climate change:

How might that affect the countries? Farming communities? The people in those
communities? The finance of those countries? Their imports and exports?
Neighbouring countries?

Teachers' Notes: Proudly Made in Africa: Promoting trade not aid

www.proudlymadeinafrica.org

African countries have vast resources for producing high quality products for trade in the international market. But historically this has not happened and there has been a focus on exports of raw commodities rather than finished goods. Ready-to-retail products such as teabags can command a price as much as seven times higher than in raw tea leaf form and it is now recognised that trade on so-called “value-added” products can reduce poverty by offering producers better prices for their goods. Africa is changing and now there are goods and services manufactured within the continent, by producers who act responsibly and trade fairly. This means that more income is generated for local African communities.

Proudly Made in Africa (formerly Value Added in Africa) is a not-for-profit organisation that facilitates and promotes ethical trading of African goods. Based in Dublin with a second office in London, the NGO was founded in 2008 and currently operates across Europe, acting as a trade facilitator between producers of African shelf-ready products and international retailers.

Why Do We Do This?

“In Sub-Saharan Africa, millions of people are living in significant need or poverty. There are multiple reasons for this. We believe that the fastest route to eradicating poverty is with trade not aid- we aim to support and promote a full African value chain that creates many employment opportunities while also offering a product that is as good, if not better, than the current marketplace offer. By changing the channels of African trade, African producers will be able to contribute to and participate in an international market, which benefits everyone.”

www.proudlymadeinafrica.org

Watch the video about **Proudly Made in Africa** here:

https://www.youtube.com/watch?v=-KGIK_gklzc&feature=youtu.be

Aid for Trade – Irish Aid (adapted from the Irish Aid website: www.irishaid.ie)

Today many developing countries are gradually becoming less dependent on aid, and are generating more of their own resources through trade and investment. Annual economic growth in many African countries has been around 5 per cent for a number of years. Ireland’s official aid programme Irish Aid is responding to these new realities and supporting trade in Africa in a way that tries to ensure that the benefits of growth address the needs of people and communities.

Ireland supports a range of initiatives and programmes at national and international level aimed at supporting countries in Africa, to develop their economies and to benefit from international trade.

Irish Aid’s support is particularly intended to benefit poor and excluded groups. When working with the governments in its seven partner countries in Africa, Irish Aid supports job creation, especially for young people and for people with disabilities. Ireland supports community businesses including Fairtrade, to enable producer communities to generate the income they need to lift themselves out of poverty.

Trade is central to economic growth and poverty reduction. However, many low-income countries have major obstacles in increasing their levels of trade. Africa’s share of global exports still remains low at 3%. Countries that miss out on the benefits of global trade are locked out of opportunities to benefit from international expertise, low-cost production, and much-needed technology. Ireland’s work to support trade in Africa is guided by the Africa Strategy of the Department of Foreign Affairs and Trade www.irishaid.ie

Unit 3 Activity 4: From Bean to Bar

Core Concept: Through the example of chocolate, to understand how **Value Chains** work in terms of the share of the profit. How the profit from raw materials is disproportionately small for the producers, compared with the profits earned from the manufacturing stage. How Fairtrade works.

Time required: 60 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Objective:

- Explore, through the study of some major world commodities, trade issues

Integration:

Maths; Strand: Number; Strand Unit: Operations

Objectives:

- Use percentages and relate them to fractions and decimals
- Solve problems involving operations with whole numbers, fractions, decimals and simple percentages

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship

Objective:

- Realise and begin to understand the unequal distribution of the world's resources

Learning Outcomes

That the pupils would be enabled to:

- Identify the processes and groups involved in the supply chain of the manufacture and trade of a chocolate bar.
- Calculate the different levels of profit for those involved in the Value Chain.
- Give examples of the benefits of manufacturing/processing goods over the export of raw materials for producers in developing countries.
- To explain Fairtrade and Fairtrade labelling and to give examples of Fairtrade commodities in their locality.

Materials needed: Large photo(s) of cocoa beans showing the beans on trees and on ground newly-cut/still in pods (not supplied - available on internet); empty wrappers from plain milk chocolate bar; flipchart with markers and/or IWB; Worksheet; samples of Fairtrade items and wrappers.

Procedure at a glance

- Discussion – Chocolate and Cocoa
- From Bean to Bar – the Process activity
- From Bean to Bar – the Value Chain activity
- Discussion
- Introducing Fairtrade
- Assessment

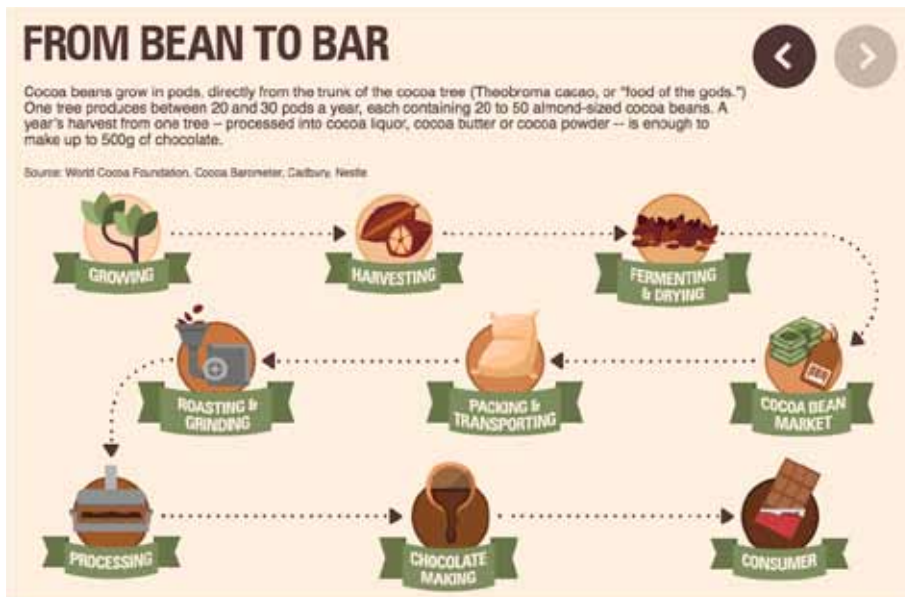
Detailed Procedure

Discussion

- Ask pupils whether they like chocolate. Tell them they are going to find out more about how international trade works, using the example of chocolate.
- Ask them which countries in the world eat the most chocolate on average per person.
- Project or show the top five consumers: 1. Switzerland; 2, Germany; 3. **Ireland (!)**; 4. UK, and 5. Norway. These are followed by Sweden, Australia, Netherlands, US and France. All of these are high income countries.
- Ask pupils what they think the main ingredient in chocolate is, and write it up.
- Tell them they will be looking at the **trade in cocoa** for the manufacture of chocolate.
- Tell pupils that the main producers of cocoa are: Cote d'Ivoire/Ivory Coast and Ghana in West Africa, followed by other countries in Africa, Latin America, and Asia. Many of these countries are low income countries.

From Bean to Bar – the process

- Show the pupils a photograph of a bar of plain milk chocolate showing the ingredients and/or give them some empty wrappers.
- Ask them to call out all the ingredients that make up a bar of chocolate and the percentages of these ingredients. Record their answers on IWB/flipchart adding in any missing ingredients.
- With at least one photo of cocoa pods/beans on the IWB, hold up the bar of plain milk chocolate and ask them to discuss and identify with partners/in groups the various stages involved in its production.
- Explain they are to consider the whole product - from the outside wrapping to the chocolate inside.
- Record answers on IWB/flipchart.



From Bean to Bar

Source: Torre, J. and Jones, B. (2014) Cocoa-nomics explained: Unwrapping the chocolate industry, Part of the CNN Freedom Project. <http://edition.cnn.com/2014/02/13/world/africa/cocoa-nomics-explained-infographic/index.html>

- Project the above illustration showing the processing stages from bean to bar. Go through the stages with them.

From Bean to Bar – the Value Chain

- Explain that the Value Chain is a sequence of stages in which value is added to a product at each stage as it moves along the manufacturing process to create a finished product, which is then sold to customers/consumers.
- Show the following Value Chain on IWB/flipchart:

Farmers → Manufacturers → Suppliers → Wholesalers/Retailer (shopkeepers) → Government → Consumers

- The different groups of people/companies involved all receive different levels of payment for their share in the process. Chocolate is also subject to a government tax.
- They are now going to find out the profit for the different groups involved in the process of making chocolate, using the example of a simplified five-stage Value Chain, one that starts with us, the consumer, and goes right back to the farmers who grew the beans.
- They are going to look at who benefits most from the sale of a chocolate bar. Ensure pupils understand the difference between wholesaler and retailer.
- Show the wrapper of a bar of plain milk chocolate and inform pupils that this bar of chocolate retails for around €1.50 in a shop.
- Divide the class into pairs. Ask them to look at the Value Chain on the IWB and to discuss and work out with partners how much of their €1.50 as consumers they think goes to each of the other five parties, including the government, in the chain. Give each pair a worksheet as follows: (or they can write it into their copies)

Standard Bar €1.50	Amount Received	% Received
Farmers		
Manufacturers		
Suppliers/Distributers		
Wholesalers/Retailers (Shopkeepers)		
Government Tax		
Consumer pays	€1.50	100%

- Ask pupils to fill in the amount and the percentages they think each group will get for their part in the process.
- After a few minutes ask for examples from a range of pupils.
- Give them the correct figures (see table below for standard bar). Ask them for their reactions/comments and questions.

Breakdown of actual profits from sale of standard chocolate bar	Amount received	% received
Farmers	7.5 cent	5
Manufacturers	75 cent	50
Suppliers/Distributers	13.5 cent	9
Wholesalers/Retailers (Shopkeepers)	25.5 cent	17
Government Tax	28.5 cent	19
Consumer pays	€1.50	100%

Green denotes profit that stays in the country

Discussion

Use the following questions or others to prompt a brief discussion on the exercise:

- How easy or difficult was it to work out how much money was earned by each group? Explain.
- What if anything surprised you? What did you think of the way the profits were earned in relation to the work involved?

Assessment: Ask pupils to write down what they have learnt from these activities so far.

Fairtrade

Introduction: Pupils have learnt that it is far more profitable for African producers to process the crops themselves. Ask them for examples of raw materials from Africa such as tea, coffee, cocoa, fruit, nuts, vegetables.

- Show or distribute a number of fairtrade products and wrappers. Most pupils will have seen the Fairtrade logo on chocolate bars, coffee bags/boxes of tea etc. in their homes, or in local shops. Ask them if they know what Fairtrade is and record their responses.
- Tell them that Fairtrade aims to give farmers in developing countries a fairer share in the profits from the produce they sell to the manufacturers. While this is still far lower than the prices they would get for processing their produce, Fairtrade is a system that seeks to improve the situation for poor farming communities.
- Explain that for most Fairtrade goods there is a minimum set price to cover the cost of production in their areas. Even though this price may still be quite low, the farmers know what to expect, and the prices don't go up and down.
- As well as the Fairtrade minimum price, workers and farmers receive an additional sum of money called the **Fairtrade premium**. This goes into a fund to help their communities.
- Ask them to suggest, if they were farmers getting a premium, what they could use the premium for to benefit their community. Write up a list of suggestions, and check with **www.fairtrade.ie** to find examples of actual use by communities.
- Point out the Fairtrade logo on the samples. Any products which are produced in the Fairtrade system can carry the Fairtrade logo which is seen on some products in the supermarkets.
- Some cafes and restaurants have made the commitment to only use Fairtrade tea and coffee.
- Ask pupils, in pairs, to go to Fairtrade.ie and read about fairtrade, or show them the information on the board.
- For homework, each pupil should look for five examples of Fairtrade products in their homes or in supermarkets, and write these down.
- Ask for a range of examples next day in class. Pupils display list on the wall beside an illustration of the Fairtrade logo.
- Finally discuss if pupils think the Fairtrade logo is important? What effect might it have on customers' choices, and why?

Assessment

Ask the pupils to take a few moments to discuss in their groups the impact the consumer, such as themselves, can have on the lives of the producers in Africa of many commodities we use every day. What can they do, now and in the future, to ensure that producers get a better deal? Write up their ideas.

Unit 3 Activity 5: From field to shop: small enterprise, big business

Core Concept: While multinational corporations increasingly dominate the world market, there has been a significant increase in the growth of small enterprises in the world, including in many countries in Africa. These small private and community businesses enable more of the Value Chain to be realised in those countries, thus allowing more of the profit of the added value of the goods to benefit communities and regions from where the raw materials are grown. The potential benefit to producers is even greater than that achieved through Fairtrade.

Time required: 90 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Objective:

- Explore, through the study of some major world commodities, trade issues

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship

Objective:

- Realise and begin to understand the unequal distribution of the world's resources

Learning Outcomes

That the pupils would be enabled to:

- Give examples of social and community enterprises in a number of African countries, and explain how these help to empower families and their communities.
- Explain the differences overall between these businesses and original trade patterns for the producers in relation to supply chain and added value.

Teachers' Notes: Background reading on multinational companies; List of companies (on page 85)

Materials needed: Eight A4 sheets with labels on them as per the activity below; One case study and a worksheet per group of three.

Procedure at a glance

- Value Chain activity
- Small group activity
- Introducing MIA chocolate products
- Introducing small-business Case Studies

Detailed Procedure

Value Chain Line-Up Activity

Preparation: This activity requires pupils to move about the classroom, so you need a clear line from one side/end of room to the other. Pupils are in groups of 3, each group identifying with one stage of the Value Chain, so one label per group is needed. Write up one stage on each of the A4 sheets, to create labels.

The 8 stages of the Value Chain are:

Ghana Cocoa Farmers; Cocoa Farmers' Co-op; Ghana Agricultural Export Company; Food Commodities Import Company; Chocolate Delight Manufacturing Company; Chocolate Wholesale Distribution Company; Local Shop; Customer and Consumer

- Tell pupils they are going to take part in an activity to show each stage in the value chain of a bar of chocolate called **Chocolate Delight**², from the farmers in Ghana who grow the cocoa, to the Irish consumer who buys and eats the chocolate.
- Locate Ghana on a map.
- Pupils in groups stand in a clear space in the room.
- Distribute the labels randomly - one to each group (or someone from each group could pick one at random from a pile)
- At a signal, the groups have to line up in order: from the farmers at one end to the consumers at the other end of the room.
- When all are positioned, each group holds up their label – ensure they are in the correct order.
- Ask each group to read out their label.
- With pupils, agree which stages are carried out in Ghana, and which outside Ghana. Put a coloured marker (e.g. line of ribbon/wool/ paper) on the floor between the export and import groups to indicate the geographical division of the value chain.

Small Group Activity

- Project or show pupils the profit breakdown table for a **standard bar** of chocolate, which showed a disproportionate share of profit to those involved in the manufacturing and sales, compared with low price paid to the growers of the main ingredient (i.e. cocoa).
- Remind pupils of how Fairtrade seeks to improve the situation for the farmers and their communities who produce the crops. However, because of how the Value Chain works they can still only earn a small amount compared with those involved in the processing or manufacturing stages.
- We are now going to find out about products whose raw materials come from Africa, but also whose **processing and manufacturing also takes place in the African countries or regions** which grow the crops.
- We are beginning with chocolate. As you know Ireland is the third highest consumer of chocolate in the world!
- Project or show Mia Bar with wrapper. Explain that this chocolate comes from Madagascar.
- Ask if pupils know where that is and locate on map.

²Chocolate Delight is a fictional product for the purpose of this exercise; later in the lesson we introduce an actual product: MIA chocolate



© MIA Foodie

Information about MIA chocolate

(adapted from www.miafoodie.com)

Teachers can summarise this information for pupils or distribute as an information page

Each and every item that carries the MIA name is entirely crafted by communities in Africa. These products are not just made in Africa, but are primarily done so with locally made ingredients and materials, creating more jobs on a continent where a single income can support an entire family.

An example of these products is **MIA chocolate**. This is produced in Madagascar, where the small-scale farming tradition has earned Madagascan cocoa the classification of a 'fine flavour crop' from the International Cocoa Organisation. MIA chocolate is produced with this fine flavour cocoa which is sourced directly from independent farmers in northwest Madagascar. Controlled fermentation and sun drying leads to better quality cocoa and means the farmers can charge more for the crop. Also, the farmers can trade directly with the factory (without going through traders) and this means a higher price for crops – which is above the fair trade rate – in large part due to the quality of the cocoa.

The advantage of in-country production is that other people also benefit: for example – the box makers, sugar growers, and the chocolate making team. The production of chocolate in African countries is a way of transferring higher level skills to the workforce, including operating and maintaining machines, administrative posts, and jobs in food safety expertise.

MIA works in collaboration with Proudly Made in Africa (PMIA).

Discussion

- Point out to pupils that the profit for the local communities who grow the beans, and who are now also involved in the processing to make chocolate, is **many times the amount** that they would get if they just sold the cocoa beans.
- Ask pupils to consider how this benefits the community.

Show the table with the values for Mia bar made in Madagascar on IWB/flipchart, or given on a handout to each group. This allows them compare the profit for the farmers for their cocoa when the manufacturing takes place in their own country/region.

- Ask pupils for their reactions/comments and questions about these figures and about the comparison with the earlier table for the ‘standard’ bar of chocolate.

The colour green indicates profits in the country where the cocoa is grown.	Standard Bar manufactured outside Africa % received	Chocolate Bar manufactured in Africa % received
Farmers	5	9
Manufacturers	50	31
Suppliers/Distributors	9	24
Wholesalers/Retailers (Shopkeepers)	17	17
Government Tax	19	19

Note: The green denotes the % that remains in-country

African-based small-scale enterprises: introducing the Case Studies

- Explain to pupils that while multinational corporations increasingly dominate the world market, there has also been a significant increase in the growth of small enterprises in the world, including in many countries in Africa. These small, private and community businesses enable more of the value chain to be realised in those countries, thus allowing more of the profit of the added value of the goods to benefit communities and regions from where the raw materials are grown.
- Pupils are now going to engage in an activity to look at some examples of small businesses or community enterprises in Kenya, Ethiopia, South Sudan, and Malawi. Locate these countries on the wall map.
- Divide the class into groups of three or four. Hand out a Case Study and the worksheet to each group. Ask them to read aloud the Case Study in their groups, discuss the main points and then fill in the worksheet. Allow about 15-20 minutes for this.
- Then ask each group to present their findings to the class using the headings on the worksheet.

Discussion

Use the following questions or others to prompt a general discussion:

- What did you find out from reading of your Case Study?
- What surprised you, if anything?
- What did you discover when you heard the information from the other Case Studies?
- What surprised you, if anything?
- What have the enterprises got in common? How are the enterprises different?
- How does this relate to our previous discussion about small and big businesses?
- **What was the change that created added value in each case study?**

Assessment: Ask pupils to explain the value-added element of each of the Case Studies to ensure that they understand the importance to African communities of local production.

Extension activities

Choose one or more of the following activities to consolidate pupils' learning

1. Present pupils' work on the Case Studies at school assembly and/or create a corridor display based on the work carried out by pupils on these community enterprises.
2. Contact an Irish NGO working to support community enterprise in Africa, or Irish Aid, and ask for a speaker to visit during Fairtrade Fortnight to talk about that organisation's work in supporting value added in African countries.
3. Ask the pupils to search through some of the clothes, food and household cleaning products at home and to make a list of all the multinational companies' products or services they see on the labels. They could also search their bags, pencil cases and the classroom cupboards. (See a list of companies in the Teachers' Notes.)
4. Ask the pupils to conduct some research into a multinational company of their (or your) choice. Encourage them to search out alternative perspectives on this company through e.g. Ethical Consumer or similar (www.ethicalconsumer.org). (Teachers' Note: Unit 4 focuses on ethical consumerism so you may wish to hold off this activity until Unit 4 is completed).
5. Ask pupils to write to one of the multinational businesses listed at the end of Unit 3, which use some raw material from Africa. Explain the work you have been doing in class, and ask for information about how much of the manufacturing process of goods they produce has been carried out in African countries.
6. Ask pupils to view the short animation about Proudly Made in Africa on this link: https://www.youtube.com/watch?v=-KGIK_gklzc&feature=youtu.be This animation was created for PMIA by Studio Ang in Kenya, one of the community enterprises featured in the Case Studies. Ask pupils to make their own short video based on one of the local businesses.

Social Enterprise benefitting women and the whole community: Meru in Kenya

Sarah lives in a small village in Kenya. Her mum works in a small business called Meru that makes teas, jams and sauces. The business then sells the products to supermarkets in Kenya, Europe and Japan.

Many women in Sarah's locality work for Meru. This is important, because there are not many jobs for women in this part of Kenya. The women in Meru know how to add value to their products. They start by buying the tea leaves from the farmers in their area. Then they dry the leaves, and process them to produce the type of tea that we drink. They then package the tea so it can be sold in supermarkets. They do all the work necessary to produce tea once they get the tea leaves.

When the women just used to sell their loose tea in big sacks, they got only €6 per kilo. Now that they sell the packaged tea, they earn €36 per kilo. With this extra money they have enough to pay their children's school fees, books and uniforms, as well as food and clothes for their families.

Sarah likes going to school, and she is happy that her mum works for Meru. She is happy that her family has enough to eat, and that her mum doesn't have to worry any more about providing for Sarah and her two brothers.

Sarah and her family now have sufficient money and they buy their groceries from small businesses in their village, which also helps the business owners and their families. Meru is an example of a social enterprise that helps many different families and their community as a whole.



Women of Meru © Meru



You can find out more at www.merusherbs.com

Questions about Meru

- Name and location of the business:
- Product or products:
- What was the change that was made in this business?
- Who or what brought about the change?
- Did they get any support? If so from where?
- Is the business more successful as a result of the change?
- What difference has this change made to the workers' lives?
- A social enterprise is a business that also helps to people's lives

Cooperatives adding value: Iriaini Tea Factory in Kenya

Anita is a small-scale farmer who grows tea in Iriaini, a village in Kenya, about 50km from the capital Nairobi. Anita and her husband have a small farm where they grow tea bushes. They work hard together to grow and then harvest the tea, and Anita is an expert tea picker. 31 years ago Anita and other tea farmers in her area started a cooperative and set up a small factory to process the fresh green tea leaves into the dry black tea that is sold in supermarkets in Europe. As a member of the cooperative Anita is one of the 2,000 owners of the factory.

They named their factory Iriaini after their village.



Tea picking and manufacturing in Iriaini Tea Factory in Kenya © Conall O'Caomh

All the Iriaini farms are certified by Fair Trade. This means that the farms produce good quality tea and have good working conditions for all. For the first ten years the factory used to sell tea in big sacks to a big supermarket chain in Ireland and the UK, but the price was low. Anita always felt that they could earn more from the tea if they packaged it themselves.

Iriaini then did a deal with a supermarket chain which agreed that instead of selling the tea in big sacks of 50kg, Iriaini would get a machine to package the tea into teabags. Now that the factory sells the tea in packages of teabags, it earns double the money it used to earn for its sacks of tea. This change has also created more jobs in the village. Anita, as one of the many owners of the factory, makes more from her tea and that benefits her whole family.

You can find out more at

www.fairtrade.org.uk/en/farmers-and-workers/tea/iriaini-tea-factory-ltd



Iriani tea for M&S © Iriani / PMIA

Questions about Iriani Tea

- Name and location of the business:
- Product or products:
- What was the change that was made in this business?
- Who or what brought about the change?
- Did they get any support? If so, from where?
- Is the business more successful as a result of the change?
- What difference has this change made to the workers' lives, and to others in their community?
- By packaging the tea themselves Anita and the other growers moved up the ----- chain.

Youth Support for Community Enterprise in Malawi: Khama

A young Irish woman, Elaine, who had studied fashion in Dublin and worked in London as a designer, went to Malawi in 2012 and started a fashion business called Khama. Elaine was inspired to found Khama by a woman called Dorothy and her neighbours who were members of a very creative women's group sewing clothes in Kasungu, a town in Malawi. Working with the women of Khama, Elaine helped to design cool and fashionable clothes that young people in Europe would like. The women then sewed the garments in a factory for export to Europe. What the women wanted was to employ more people in their village to and that meant getting more orders for their clothes.



© Elaine Burke, Khama and Birdsong



© Khama



© Elaine Burke and Khama

Proudly Made in Africa helped to link their business with a student social enterprise started by pupils at an Irish university. The pupils now sell Khama's hoodies and bomber jackets at the university.

The clothes are so good that a leading London fashion boutique has also started buying from Khama, and the hoodies and bomber jackets are on sale in London. That means more work for Dorothy and her neighbours – and that in turn means more earnings for their families.

You can find out more at www.khama.co.uk

Questions about Khama

- Name and location of the business:
- Product or products:
- What was the change that was made in this business?
- Who or what brought about the change?
- Did they get any support? If so from where?
- Is the business more successful as a result of the change?
- What difference has this change made to the workers' lives, and to others in their community?
- Khama clothes are now - - - - - to Ireland and the UK

Tarara roasted coffee in Ethiopia

Hailu's family grows coffee on their farm in the Kaffa region of Ethiopia. Kaffa is the home of coffee – the first place in the world that cultivated coffee. So Hailu's family is especially proud to grow the oldest variety of coffee in the world. Many say it is the best!

The coffee bush grows for a full year before they can harvest the red berries. Hailu's parents do the heavy work of weeding and feeding the bushes, but he helps on the farm after school. They wash the berries and dry them in the sun for a few weeks. The work is hard, and if the coffee beans are not fully dry, they won't get sales for them. As the price of coffee goes up and down all the time, the farmers in their district were never sure of making enough money to live on, but there was no other way for them to earn a living.

Some years ago, Hailu's uncle Teudros started a small company called Tarara. This company buys the coffee beans from the growers such as Hailu's family and also employs a number of workers to process the beans in the factory. Tarara roasts the beans, grinds them into coffee powder and puts this into packs. The Tarara factory can earn three times more for selling roasted coffee in packages, to shops and supermarkets, than for selling the raw coffee beans to the big international companies. Uncle Teudros employs many local workers who all make a good living.

Proudly Made in Africa saw that the Tarara coffee is good quality and helps create good jobs in Ethiopia, so they gave it the stamp saying 'Proudly Made in Africa'. Their coffee now sells in all the best shops in Addis Ababa, Ethiopia's capital. Tarara also exports their processed coffee to a supermarket in Germany.



Tarara coffee, © Tarara / PMIA

Questions about Tarara

- Name and location of the business:
- Product or products:
- What was the change that was made by this business?
- Who or what brought about this change?
- Did they get any support? If so from where?
- What difference did packaging the coffee make?
- What difference has this business made in the lives of people in the community?
- By processing and the coffee Tarara is adding three times to its value chain for their business.

Products from recycled materials: Sole Rebels

Betlehem was a young woman living in Ethiopia who liked fashion and design. She had studied at college and learned how to make shoes. But buying high quality leather was expensive, so it was hard to earn a living from making shoes.

There was a recycling plant near Betlehem's workshop. This gave her a great idea. The workshop recycled all sorts of products including car tyres. Betlehem started to design shoes using the recycled tyres as soles.

People liked the shoes which Betlehem branded as Sole Rebels. The shoes sold well because they were eco-friendly, Fair Trade and fashionable, and made from start to finish in Ethiopia.

As more and more people liked the Sole Rebel shoes, Betlehem started to employ a good number of workers whom she trained to make handcrafted good quality shoes, using traditional skills. She then decided to design shoes that used the traditional skills of the artisans.



© Sole Rebels

So popular are Betlehem's designs that now there are Sole Rebel shops in large cities all over the world. You can even buy them on Amazon.

You can find out more at www.solerebels.com

Questions about Sole Rebels

- Name and location of the business:
- Product or products:
- What was the change that was made in this business?
- Who or what brought about the change?
- Is the business more successful as a result of the change?
- What difference has this change made to the workers' lives?
- Sole Rebel shoes are not only creating jobs and helping the economy, they are also helping to protect the

Women’s cooperative: Lulu Life in South Sudan

Lulu Life is a cooperative of 400 women in South Sudan, who used to make a living from selling shea nuts which grew in their area. But they were getting a very low price for them, so they decided that instead of selling the shea nuts raw, they would process them themselves into ‘shea butter’ and other natural beauty products. This involves a lot of hard work – crushing the shea nuts by pounding them; cold-pressing them to produce the oil; filtering the oils.

Before this, when they sold the shea nuts raw, they got **€3.75 per kilo**, but by making and selling shea butter, they earned **€7.50 per kilo**: double the price. Companies in Europe and the US put the shea butter into little branded tubs and make a lot of profit when they sell it.



© Lulu Life



© Value Added in Africa and Theresa Moynes

Then they began making a number of products from the oil such as soaps, shea butter, sugar scrub, and lip balm; and then packaged them into beautifully finished products.

As this business could only provide 200 jobs, the women all decided to work part-time so that 400 families could be employed and earn wages. A local organisation, supported by Trócaire, helped the women to organise themselves and to improve their products. One of the hardest parts was finding out how to market their products and get a fair price. Once they began selling through Fair Trade it greatly helped them to get a fair price. But turning the nuts into shea butter themselves has also been crucial.

So now the women of Lulu Life also started to sell some of their shea butter in little tubs with their own logo on it. By doing this, they can earn €52.50 per kilo- seven times more than when they sell the shea butter in bulk! From all their hard work and skills, the women of Lulu Life are bringing real change to the livelihoods of their families and community.

You can find out more at www.lululife-sheabutter.com

Questions about Lulu Life

- Name and location of the business:
- Product or products:
- What was the change that was made in this business?
- Who or what brought about the change?
- Did they get any support? If so from where?
- Is the business more successful as a result of the change?
- What difference has this change made to the workers’ lives, and others in the community?
- By _____ their product the women in Lulu Life doubled the value, and by then _____ it they earned seven times the value!



Lulu Life women at work
© Value Added in Africa and Theresa Moynes

Digital innovation: Studio Ang in Kenya

Bobb Muchiri lives in Nairobi, the capital of Kenya. He is a bright young man who has always liked art and design. When his teacher let him play on his laptop, Bobb quickly learned how to do graphic design. He studied hard at school and was able to go to college and train as an animation designer.

Bobb and a couple of other pupils set up a small design company called 'Studio Ang'. They make advertising videos for companies, and music videos for Kenyan singers and musicians. But most of all, Bobb likes when they get a contract to make animations. He likes creating the characters and crafting the story so it carries a clear message.



© Studio Ang

Before Studio Ang was founded, when Kenyan companies wanted to make advertising videos, they would hire a company in London or Paris to make it for them. Now many companies engage Bobb and Studio Ang to make the videos in Kenya. Bobb is an innovator who is building up his team and creating more jobs for other creative young people in Kenya.

You can find out more at www.StudioAng.tv

Questions about Studio Ang

- Name and location of the business:
- Product or products:
- What was the change or innovation that this business brought about?
- Who brought it about?
- Did they get any support? If so from where?
- What difference has this change made to the lives of the people who set it up and to others in the community?
- When you set up a new enterprise somewhere where it has never been done before, this is called _____

Teachers' Notes: Some basic facts about Multinational Corporations (MNCs)

Sources: http://www.coolgeography.co.uk/GCSE/Year11/EconomicGeog/Industry/TNCs/basic_facts_about_tncs.htm

<http://www.bbc.co.uk/bitesize/ks3/geography/interdependence/globalisation/revision/3/>

<https://newint.org/blog/2016/09/16/corporations-running-the-world-used-to-be-science-fiction>

Definition: A multinational corporation or company (MNC), is one that owns or has a controlling interest in a subsidiary (minor) company in **one or more countries** other than where the parent company is registered. As with any company, an MNC has an obligation to maximise profits for its shareholders. MNCs are also known as transnational corporations (TNCs).

Number: Over the last decades, the number and size of MNCs radically increased. In 1970, there were approximately 7,000 MNCs in existence across the globe, whereas by 2006 there were almost 80,000 MNCs operating worldwide (Ghemawat & Pisani, 2013). The largest MNCs typically have subsidiaries in almost all sectors and countries. Many MNCs are based in wealthy countries, but there has also been a growth in the number of these corporations in the richer developing countries.

Significance: The world's largest MNCs are the principal stimulus of international production and trade. Over 70% of international trade is done by the most powerful 500 MNCs (Pennybaker, 2017). Referred to as 'international giants' (Pennybaker, 2017), each year MNCs have sales that range between 51 billion dollars and 247 billion dollars.

MNCs bring advantages and disadvantages to the countries in which they operate. See the following link for further information about this, which is presented in a simplified format:

<http://www.bbc.co.uk/bitesize/ks3/geography/interdependence/globalisation/revision/3/>

The New Internationalist link (above) is a useful source of further information about the dangers of the growing prevalence of MNCs in the global economy. According to the New Internationalist, in 2016, of the 100 wealthiest economic entities in the world, 69 of these were MNCs and only 31 were countries. They predict that within a generation we will be inhabiting a world entirely dominated by these massive corporations.

References

Ghemawat, P. and Pisani, N. (2013). Are multinationals becoming less global? *Harvard Business Review*, October 28th, 2013. <https://hbr.org/2013/10/are-multinationals-becoming-less-global> Accessed on November 17th 2017.

Pennybaker, H. (2017). Facts about multinational corporations. <https://bizfluent.com/info-8686510-multinational-corporations.html> Accessed on November 17th 2017.

Some of the biggest multinational companies

- Apple
- Toyota Motor
- Microsoft
- McDonald's
- General Electric
- Facebook
- Amazon
- Nestlé
- Kraft Foods
- Facebook
- Amazon
- Nestlé
- Kraft Foods
- H&M
- Unilever
- Faber-Castell
- IKEA
- Starbucks
- Maggi
- Kenya Airways
- Fiat
- BBVA
- SAS Institute
- Samsung
- Walt Disney
- Coca-Cola
- Google
- Expedia
- IBM
- Nike Inc.
- Alibaba
- American Airlines
- Haliburton
- Procter & Gamble
- Cadbury Schweppes
- Knorr
- Monsanto Company
- Mattel
- Ethiopian Airlines
- Wal-Mart Inc.
- Industrial and Commercial Bank of China

UNIT 4

WE CAN TREAD LIGHTLY



UNIT 4: WE CAN TREAD LIGHTLY

Unit 4 Activity 1: Livelihood – more than making a living

Core Concept: The importance of livelihoods to people’s ability to provide an adequate standard of living for themselves and their dependents, particularly in African countries.

For pupils to become aware of how they can make a positive contribution to livelihoods of people in these communities through choices they can make in their own everyday lives as consumers.

Time required: 60 minutes

Curriculum

SESE Geography; Strand: Human Environments; Strand Unit: People and other lands

Objective:

- Study some aspects of the environments and lives of people in one location in another part of the world

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship

Objective:

- Realise and begin to understand the unequal distribution of the world’s resources

Integration:

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Objective:

- Come to appreciate the inequalities between the developed and the developing world

Learning Outcomes

That the pupils would be enabled to:

- Explain in their own words the following: quality of life, standard of living, livelihoods.
- Describe the connection between income and other aspects of livelihood and quality of life.
- Identify ways in which they as consumers and global citizens can contribute to improving the livelihoods of producers in African countries.

Teachers’ Notes: Definitions of Livelihood and other terms (see below)

Resources: Livelihood cards – as provided - print and cut into a set for each group of four pupils.

Procedure at a glance

- Thought shower and worksheet
- Question & discussion
- Small group activity
- Discussion
- Assessment

Detailed Procedure

Question and Discussion: A good quality of life

- Write up and present to the class the following question: *What does a person need to have a good quality of life?*
- Ask pupils in pairs to draw up a list in response to this question.
- Write their answers on IWB/flipchart under the following headings:
 - **Physical; Personal; Social; Financial; Other**
- Ask them, *What could stop or prevent a person from achieving a good quality of life?* Write their responses on a board/flipchart under the same headings.

An adequate standard of living.

- Remind the pupils that the quality of life as they've discussed is about more than money or income, but people everywhere firstly need to be able to provide for themselves and their families so that they can live a decent life and have their needs met. If you are able to do this, it means you have an **adequate** or good enough **standard of living**.

Earning an income, or making a living to pay for your needs and those of your family, can be done by having a job and earning money, or by selling what you produce, or by providing a service of some kind. How you make your living is called your **livelihood**.

- Display and read out the following UN Declaration extracts:

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

UN Declaration of Universal Human Rights, 1948, Article 25

Everyone has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing and to continuous improvement of living conditions.

UN International Covenant on Economic and Cultural Rights, 1996, Article 11

(Explain to pupils that nowadays the UN uses the terms he/she and her/his, rather than just using he and his to refer to both men and women, as was done in the past.)

- Ensure pupils understand all the wording in the statements. Ask pupils to explain in their own words what the UN or United Nations is. If they don't know, explain that the UN is like an association of almost all the countries or nations in the world (193 member states, including Ireland), which was set up in 1945 after World War 2. Its aim is that all countries should work

together to make a more peaceful and equal world for all people everywhere, and to protect the environment.

- Discuss with pupils if they agree with what is stated in the UN declarations above. Do they think everyone is getting these rights in the world today many decades after these were agreed by all the countries of the UN? If not, why not?

Group Activity on Livelihoods

Tell pupils that they are going to engage in an activity on **livelihoods**.

- Divide the class into groups of three/four sitting around a table. Hand out a set of 'Livelihood Cards' in a pile face down and a score sheet to each group. Ask them to fill in their names and a start score of 10 for each person.
- Ask pupils to imagine that they are living in a rural farming community in Tanzania in east Africa. At the moment their quality of life is mixed: some aspects are good and some are not.
- Read out their community profile:

You live in a small rural community of smallholder farmers in Bahati village in southwest Tanzania. You grow your own food, and sell any surplus in the market in the nearest town, five kilometres away. Your village has no health clinics or schools. Water has to be fetched from a well in the next village, and there are no proper roads. Children have to walk five kilometres to get to school. You collect wood from the forest for cooking.

Instructions for Livelihoods Activity

Read out the following:

- You are now going to take part in an activity about livelihoods in the village. This works like a card game; each group has a pile of livelihood cards and a score sheet and pen.
- Each person starts out with a quality of life rating of **10 points**. The objective is to increase your score, through improving your livelihood. [Teachers' Note: Their starting scores of 10 points, as a measurement of their quality of life, is based on the average position of many African countries on the United Nations Human Development Index (on which Ireland has a score of 40)].
- Whether you increase your score or not will depend on the livelihood cards you pick up.
- Once I tell you to start, you each take a turn picking up a card and reading out what it says (teacher can decide who should start first based on age/position at table etc.). Each card will either increase or reduce your score; each score is recorded.
- Some of the cards may reduce or increase the scores of the whole group, or more than one person.
- When all the cards have been picked up, add up the total scores for each person in the group, to see how many have increased their quality of life through improved livelihoods.
- After the signal to start, allow 20 minutes for the pupils to play the game, and then calculate their scores.
- Ask for a show of hands for those who increased their quality of life; was anyone's quality of life reduced by the end? Who got the highest scores in each group?

Discussion

- Ask each group: what happened? How did you feel?
- Ask for one or two examples from people who increased/decreased their starting score and ask what caused the increase/decrease.
- Remind pupils that this activity was about **livelihoods**.
- Display the list of **livelihood assets** below.

Tell them that assets are good things, and livelihoods assets help you to make a living. If you lack these assets, it becomes hard for you to make a living and to have a good quality of life:

Livelihood assets: These can be grouped under the following headings:

- **Physical:** e.g. the environment, climate, access to food, shelter and fuel/energy, health services, transport, tools and machinery, shops, markets etc.
- **Financial:** e.g. work, minimum or living wage, price you get for your produce, government social protection payment, aid from other countries or charities, bank loans etc.
- **Social:** e.g. family, extended family, friends, neighbours, community etc.
- **Personal:** e.g. education, health, skills, knowledge, experience, mental health, self-esteem, attitude, determination, interpersonal skills etc.
- **Other:** e.g. chance or 'luck' ('good' or 'bad'), accidents, weather, etc.
- Ask pupils for examples from the card activity under each of different categories of livelihood assets which impacted on their families. Or how loss of these impacted negatively.
- Ask if they think the situations or events described in the cards actually happen in real life.
- Discuss how these different categories are all linked; for example your health will affect your ability to work and make a living; education can enable you to get a good job or improve your livelihood in some way.
- Decisions or actions made by people far away can also affect your livelihood in good or bad ways: ask pupils for examples from the activity of government or international interventions, or climate change that impacted on livelihoods.
- What can you say about the quality of life of this community from the information on these cards?
- How might it compare to a rural farming community in Ireland? Which aspects would be similar and which would be different?

Discussion linked to Case Studies in Unit 3

Remind the pupils about the Case Studies they examined in Unit 3. Using one or two examples of scenarios in the Livelihoods Activity, ask them how these situations might impact on businesses like these. How might business owners and/or employees respond in order to protect their product/sales/livelihoods?

Using a few examples of the Case Studies, ask the pupils how livelihoods in local communities have been improved through these businesses.

Assessment: Ask the pupils to write down what they have learned from this activity.

Extension

Help the pupils to look up the United Nations Human Development Programme’s Human Development Index 2016, for Ireland and other countries on the web page below. They could do this in pairs. Each pair looks up the Human Development Index for Ireland and one other country.

<http://hdr.undp.org/en/countries>

Livelihood Cards: copied and cut up, one set per groups:

<p>You have joined with others in your local area to form a cooperative run on Fairtrade principles.</p> <p>Each person in the group adds 4</p>	<p>Your new business, raising chickens, has been making a profit.</p> <p>You add 3</p>
<p>Some of the community have taken part in a vocational skills training programme organised by a local NGO. Starting with the person who picked the card every second person in group add 2</p>	<p>Your area has been affected by flooding, some of the roads are impassable. You have no way to get your produce to the markets - they will rot. Starting with the person who picked the card every second person in group subtract 2</p>
<p>A clean source of drinking water has been installed in your community. You now have closer access to water and are healthier.</p> <p>Each person in the group adds 2</p>	<p>You have been able to get a small loan with the assistance of a local group and a loan from the bank in town. With these you are able to start a small business.</p> <p>You add 3</p>
<p>A new tax has been imposed on goods that you sell at the market.</p> <p>Starting with the person who picked the card every second person in group subtract 1</p>	<p>A new government has been elected that provides primary education for all children.</p> <p>Each person in the group adds</p>
<p>Your community planted trees to replace the section of forest that was harvested.</p> <p>Each person in the group adds 1</p>	<p>You took out a loan to purchase a cow. Your cow became sick and died because you did not have access to the medicine to treat it. How will you pay back the loan?</p> <p>You subtract 2</p>
<p>There has been a forest fire and everyone’s food and fuel supplies are reduced.</p> <p>Each person in the group subtracts 2</p>	<p>Congratulations! You have just been married. Your network of family and friends has doubled.</p> <p>You and the persons on either side of you add 2</p>

<p>A new road has been built giving your village better access to markets and services in nearby towns.</p> <p>Each person in the group add 3</p>	<p>Your farm tools were sold to pay for your son's medicine when he was ill. With the help of the medicine your son made a full recovery</p> <p>You add 1 and subtract 1</p>
<p>You have a large, healthy family. With all of you working together on the farm you are able to produce a large crop with enough food for your family and extra food to sell. You and the persons on either side of you add 2</p>	<p>Your whole family became ill after drinking the local water - no one was able to work for several days so you lost 10% of your crop.</p> <p>You and the persons on either side of you subtract 3</p>
<p>Your parents' savings, while resulting in some hardship, have enabled you to complete secondary school.</p> <p>You subtract 1 and add 3</p>	<p>You have good working relationships with your neighbours and community members.</p> <p>You and the persons on either side of you add 2</p>
<p>The women have taken part in a government organised personal development programme and now have become more involved in community and business.</p> <p>All girls in the group add 2</p>	<p>You and your family can't read. This makes it very difficult for you to get information about how to improve your farm management practices.</p> <p>You and the persons on either side of you subtract 2</p>

(These cards are based on a resource developed by the Saskatchewan Council for International Cooperation see <http://earthbeat.sk.ca/for-educators-and-youth/resources/lesson-plans/#grade11-12-tab>)

Score Sheet template

	Name	Start Score	Changes to scores (+ & -)	Total
1				
2				
3				
4				
5				

Unit 4 Activity 2: Consumer choice

Core Concept: As consumers, people can make ethical choices about the products they buy and consume, based on human rights, environmental, political and social justice, and animal rights considerations. As global citizens we need to make informed and ethical consumer choices to support communities in other parts of the world.

Time required: 60 minutes

Curriculum

SPHE; Strand: Myself and the wider world; Strand Unit: Developing citizenship

Objective:

- Realise and begin to understand the unequal distribution of the world's resources

SPHE; Strand: Myself and the wider world; Strand Unit: Media Education

Objective:

- Identify the audiences at which different aspects of the media are aimed
- Become aware of the different forms of advertising, its purpose and the messages it promotes
- Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, lifestyles and ideas

Integration:

SESE Geography; Strand: Human Environments; Strand Unit: Trade and development issues

Objective:

- Explore, through the study of some major world commodities, trade issues

Learning Outcomes

That the pupils would be enabled to:

- Explain their choices as consumers, giving examples of what influences these choices.
- Identify ways in which we can limit our consumption.
- Give examples of ethical reasons for choosing or not choosing products.
- Identify ways in which they as consumers could make more informed and ethical choices, and how they might use their power as consumers to influence practices.
- Explain and communicate to others what they have learnt about ethical and sustainable trade.

Teachers' Notes: Background information on Ethical Consumerism (see page 97)

Materials Required: Enough wrappers and packaging from a wide range of products for each pair of children - at least one item per pair. Include at least one Fairtrade item. A set of Consumer Choices Cards for each group of four or five.

Procedure at a glance

- Introductory activity
- Dictionary work
- Discussion
- Small group Work
- Assessment

Detailed Procedure

Introduction

Use the following or other questions to initiate a general class discussion about consumerism, recording main points on IWB/flipchart. Do not comment or discuss pupils' responses at this stage; just list them:

- What things do you like to buy when you go shopping?
- Why do people buy things?
- Why do people not buy things?

Small Group Activity – Consumer Choice

In advance, print out and cut up a set of nine Consumer Choice cards for each group.

Divide the class into groups of four. Hand each group a set of Cards.

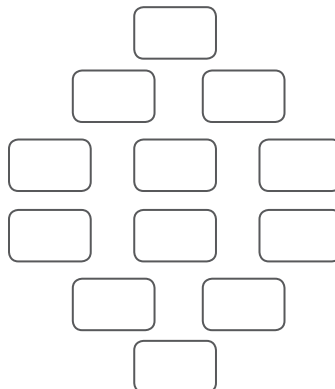
Ask pupils:

1. To consider when shopping, which of these twelve reasons would influence their decision to buy something. They can agree or be given the type of item, e.g. food and drink; electronic device; clothing.
2. To agree a group ranking of the cards, based on the group majority choice, from one to twelve, and to lay out the cards in a line from most to least important reasons for buying products, with most at top and least at the bottom, with no more than two cards in equal position.

Or

They could rank the cards in a diamond shape:

Give them 10 minutes for this.



Consumer Choice Cards – you usually buy an item because:

It's the cheapest or because there is a deal on it.	It displays the Fairtrade logo
You know that the company which made it makes sure to avoid any damage to the environment.	It's well made and will last.
It's produced by a small local/ independent company, rather than a well-known brand.	It's made in Ireland and supports local jobs and the Irish economy
It's the most advertised/famous brand, or type	It was made by a company that pays the workers at least a minimum wage, and has good safety practices
You think it looks good, and is fashionable	It's a healthy choice
It was made locally or in your country, and didn't involve travel and bad effects on the environment.	All your friends have one.

Ask each group to call out their **top three** most important reasons.

List these on IWB/flipchart and add ticks if reasons are repeated.

- Use the following or other questions as the basis for a reflection and discussion on the activity:
 - What were the most important reasons for buying or not buying an item?
 - How easy or difficult was the activity? Why?
 - What might be the consequences of your top three choices?
- The responses to these questions can lead on to talking about the difference between **needs** and **wants** and the phenomenon of **consumerism**. You may want to point out that consume can mean to eat, but it can also mean to buy and use.
- Briefly discuss the difference between needs and wants, asking pupils to give examples.

Ask pupils in their groups to look up the following words: **Consumer/consumerism, sustainable/sustainability**, and to write two sentences showing their meaning.

- Write the words on the board and ask the groups to read out one of their sentences for each of the words.

- Discuss how people today are consuming more than ever before, and what might be driving us all to consume more; list these reasons.
- Which parts of the world are consuming most, and which least?
- What do pupils think are the problems associated with excessive consumerism, and which parts of the world are most affected by these?
- In general how might people reduce their consumption of products they don't need? (By re-using, recycling, mending, swapping, making, buying second-hand, using public transport, taking holidays closer to home etc.)
- Pose the question *In general, what do people think about – or not think about, when buying things?*
- One of their responses to reasons for buying/ or for not buying may be “because it’s good/ bad for us”
- Pose the question: *“Supposing buying this thing was bad for other people, say for the people who actually made it, or maybe it was bad for animals or for the environment - would that be a good enough reason for not buying it?”*
- What might be the consequences of making such choices?
- How might people think and feel about making changes like these?

Teachers’ Notes: Ethical consumerism

Over the last 30 years, more and more people around the world, have become better informed and more aware of the origins of the goods they purchase on a day-to-day basis, of the buying policies and practices of the shops they visit, and of the policies and principles underlying the services they buy. In a growing number of cases, this increased awareness and knowledge is affecting consumer practices and may be the difference between someone buying a particular product or service or not. There are a number of reasons for this development, which is commonly referred to as “ethical consumerism”, “ethical consumption”, etc. Ethical consumerism is a form of consumer activism, meaning: **consumers taking responsibility for their decisions in purchasing goods and services.** (from “Ethical Consumerism, A Guide for Trade Unions” Irish Congress of Trade Unions, 2009 available at http://www.ictu.ie/download/pdf/ethical_consumer_guide_ictu.pdf)

Activity on consumerism

Instructions:

- In advance, print out and cut up a set of the 14 examples below: one set for each group. Do the same with the three headings below.
- Read out the headings and distribute a set to each group.
- Give each group their set of examples, asking them in their groups to read each example aloud, and place it under the correct heading.
- Allow ten minutes for them to complete the task.
- **Feedback:**
- Ask for a range of examples from the groups.
- Discuss whether they found this easy or difficult, and why, and any examples they were unsure of.

- What surprised them? What are their view on these practices?
- Which examples could be put under more than one heading? Can they explain why?

Headings

Examples of trade practice which badly affect people’s rights

Examples of trade practice which badly affect the environment

Examples of trade practice which badly affect animals

<p>A tech company buys coltan from a country in Africa to make its mobile phones; but thousands of poor people were forced off their land to build the coltan mines.</p>	<p>A big fish company sends trawlers to the West coast of Africa where its high powered machinery hoovers up billions of fish reducing stocks of breeding fish. Millions of “unsuitable” fish are thrown back dead into the sea.</p>	<p>A big cosmetics company buys palm oil from a country where forests have been cleared for palm oil plantations reducing the number of animals, trees and plants, and threatening endangered species such as the orangutan.</p>
<p>Run-off or waste water from agriculture and farming flows into many rivers and lakes polluting the water and killing river fish.</p>	<p>An armaments company develops and sells weapons to countries with a bad record for human rights.</p>	<p>A multinational company markets infant milk formula in a poor country. As a result many mothers try to buy manufactured formula instead of breastfeeding their babies.</p>
<p>A company mines salt in a West African country which has very low wages, but it moves most of its big profits out of the country to avoid taxes. This deprives the country of badly needed income to provide services for its people.</p>	<p>A cosmetics company sells a harmful skin lightening cream which it advertises in many countries in Africa.</p>	<p>Synthetic chemicals in products from shampoo to computers are sent to waste or burnt after use greatly adding to greenhouse gases and climate change.</p>
<p>A company imports flowers from a country where flowers are grown very intensively using large amounts of chemical pesticide putting at risk the health of the workers who harvest the flowers.</p>	<p>The airline and car industries use huge amounts of oil which is a fossil fuel, causing carbon emissions to be released into the atmosphere, which contributes to global warming.</p>	<p>A company buys huge quantities of sports clothing from a factory in another country where workers are forced to work long hours, for very low wages.</p>
<p>A company produces products that are tested on animals including soaps, cosmetics, etc. causing discomfort, pain and in some cases the deaths of these animals</p>	<p>An intensive chicken farming factory keep the chickens cooped up and unable to move, damaging the health and well-being of the animals.</p>	

Discussion

How can we inform ourselves about products or companies which cause damage to people, the environment, and animals?

Ask pupils if they have any ideas about where can we find out information about the products we eat, drink, wear and use? Write up any ideas.

Product Information activity

- Distribute some wrappers and/or packaging of food items, such as chocolate, biscuits, vegetables, dried fruit, etc. to each group. Ask pupils to examine the wrappers.
- Display the Guidelines below on IWB/flipchart.
- Ask pupils to examine their wrappers using the Guidelines for examining a wrapper/ packaging, below.
- Ask them to call out their responses and list these on the board.
- Ask them why this information might be important.
- Explain that for some years now, companies are required by law to supply important information about their product on the wrapper or packaging so that consumers are informed. In the case of food products this information normally relates to the ingredients of the product, for the health interest of the consumer, but it may also show the origins of the ingredients, and other information related to the environment or sustainability, and in some cases whether the product is Fairtrade.

Guidelines for observing and examining a wrapper/packaging

Note: Some of these questions may not be relevant to the item being examined.

- Where was the item made? The wrapper or packaging might say “product of more than one country/region” or “imported”. This might include ‘bottled in’ or ‘packed for’ etc.
- Who made the item?
- Is there a list of ingredients?
- Is there any health information?
- Are there any warnings or precautions?
- Is there any information relating to sustainability? Is the wrapper recyclable?
- Is there any information regarding the share of the profits or benefits for the producers, or growers of the products, or of the working conditions of the workers?
- Is there any way you could find out more information about the product?

What can we do as consumers?

Boycotting Companies; Boycotting by consumers or customers means not using or buying products from certain companies or countries.

Companies may have boycotts called against them for lots of different reasons; for example, companies that have too much influence over governments through lobby groups or donating to the political parties themselves; companies which avoid paying tax but make huge profits.

Some campaign groups think boycotts aren’t a good idea in case a company withdraws its business from a factory overseas as a result, thus causing lots of workers to lose their jobs and livelihood.

Actions we could take as consumers to ensure that the products we buy are produced in a fair and sustainable manner, which doesn't harm people, animals or the environment:

- For example we could contact well-known companies and ask them about their products in relation to these issues.
- We could also ask in shops, supermarkets, cafes, and other chains whether they have policies (a policy is a statement of a company's values which affects how it carries out its business) about these issues, and whether they take these into account when they are buying from their suppliers.
- We could support companies who make sure that their products are ethically sourced and manufactured, and whose trade is fair and sustainable. We can find out about these companies through research online.
- We could reduce the amount of things we buy which we don't really need.
- We could reuse or repair and reuse things more, rather than throw them away and add to waste.
- We could avoid buying things that have too much packaging e.g. by buying loose apples in a bag that can be reused, rather than apples in a pack.
- We could support small local businesses, rather than big brand international chains.

Lesson Extension: Explore the kinds of influences on shopping choices and habits (e.g. available money, value for money, parents, peers, heroes, fashion, brand loyalty etc.) and especially the role of the mass media in general and advertising in particular. We should only purchase goods that have been ethically produced.

Teachers' Notes: Ethical Consumerism

Ethical Consumer Criteria

The Ethical Consumer magazine in the UK uses the following categories: **people, environment, animals, politics and product sustainability** as a basis on which to rate the behaviour of businesses and to encourage responsible production and trading practices. This information also helps people decide what and from whom to buy. We can find positive ratings for companies involved in a range of different areas such as sustainability including:

- organic products
- Fairtrade products
- good energy efficiency ratings
- products certified as vegan or vegetarian

A fuller description of these categories is available at <http://www.ethicalconsumer.org/portals/0/downloads/categoriesa4.pdf>

Genetic Engineering: Genetic engineering in agriculture, means changing the DNA or genetic makeup of plants for crops using genetic engineering methods which can insert a new trait into the plant which does not occur naturally in the species. Examples could be to make a plant produce more or be resistant to disease. There are some people who don't think this is good, while others think it can help to fight hunger in poor countries.

The problem is that companies involved in genetic engineering have lobbied or persuaded their governments to change certain trade rules so they can transfer genetically modified (GM) crops across countries using patents. Patenting crops enables a company to own the rights to re-use seed and therefore can stop smallholder or poorer farmers from saving seeds for future use.

Unit 4 Activity 3: Sharing the learning

Final Projects in groups or pairs: Pupils in pairs or small groups could create a project on one of the topics they have explored in this pack. They could communicate what they have learnt in any number of ways to an audience outside their class. There are numerous interesting and creative ways they could do this.

What could we communicate?

Topics could include;

- African countries, our links with Africa, Fairtrade; trade; how trading practices can cause harm; how trade can be ethical; From Bean to Bar: how chocolate is made; the Value Chain; community businesses in African countries; how we can help to make trade fair; ethical consumerism

HOW could we communicate? Here are a number of ideas – you could use one or more:

- Create a poster display with text and images, graphics, real objects.
- Make a powerpoint or Prezi presentation including text, images, infographics, maps.
- Prepare a talk on one of the topics, with questions and answers session at the end.
- Carry out a survey among peers in the school or with families, on any of the topics such as our links with Africa, Fairtrade, consumer habits and ethical consumerism.
- Create and act out a roleplay which highlights some key issues; this could be acted in front of an audience and even filmed.
- Create some artwork to represent some of the issues or information they've learnt.
- Dragon's Den Roleplay: Based on the local enterprise Case Studies in Unit 3; with different groups or pairs representing and promoting each of the small community businesses in a Dragon's Den type of scenario. Some pupils representing the "dragons" and deciding on which to invest in, but prioritising the community benefits of each enterprise. This could be played out in front of a school audience.
- Make up a song, rap or music to communicate some of the learning.
- Make a poem, and/or short story about issues or people they've learnt about.
- Others?

Where and with whom?

- at school assembly,
- in other classrooms,
- in local community hall or library,
- as part of an awards scheme
- other.

Teachers' Notes: the following page can be distributed to pupils when the pack is completed. It is a way for pupils to record their learning.

Just Connections, Just Trade: what I've learnt

Having completed the activities in the pack:

I now feel I know a lot more about the following:

I would like to find out more about:

I was surprised to learn that:

Some changes I'd like to see in the world are...

The people who could help to make these changes happen:

Things I could do to help make these changes happen:

One thing I will do in my life now that I've learnt about these things:

