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Chapter 2

Tobacco



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BACKGROUND INFORMATION - TOBACCO

There is really no need to explain what smoking is. Smoking tobacco is a very common activity across cultures and continents. Young people are often a target group of information campaigns explaining the health implications of smoking. And every young person has been targeted by tobacco companies that encourage smoking, even if they don't know it. But let us state this very clearly – **health is not the only issue around tobacco.**

In most of the countries in Europe the main debate on tobacco is about smoking restrictions in public places and increasing taxes. But there is much more to consider. Every time someone lights a cigarette, think about all the processes leading to that moment: Why they started smoking on the first place? Was it their decision, really? We mean... really? Where was the tobacco they are inhaling grown? How? By whom? How did it reach them?

Growing, processing, transforming, transporting, advertising and selling tobacco is a business that brings billions and billions of dollars, euros or any other currency you can think of. It might seem quite local, but it is very global. It involves a number of stakeholders – from field workers overseas through huge transnational corporations to second-hand smokers.

Tobacco and the environment

In many tobacco-growing countries, evidence indicates environmental damage from tobacco agriculture. It mainly concerns deforestation necessary to increase farmland for tobacco growth and to cure tobacco plants. In many countries, wood is used to cure tobacco leaves and to construct curing barns. In Southern Africa alone, an estimated 140,000 hectares of woodlands disappear annually into the fires necessary to cure tobacco, accounting for approximately 12% of deforestation in the region. Furthermore, the tobacco production and usage is connected to generating a lot of waste – parts of it, toxic. A toxic cocktail of agricultural pesticides and herbicides used on tobacco farms runs off into streams, rivers and lakes. The intensive nature of tobacco farming quickly leads to soil becoming depleted of its naturally occurring minerals. Cigarette production also produces enormous amounts of litter, the main part of it being the cigarette butts, which are not biodegradable.

Tobacco and worker's rights

Growing tobacco is not as easy as smoking it or even quitting it. Tobacco growing is very labour intensive and requires 33 million workers globally at the early stages of the processing of tobacco, and 100 million workers in all stages of the production. Apart from being exhausting work, cultivating tobacco presents health issues for the workers - many are afflicted with "green tobacco sickness", which is caused by overexposure to the highly toxic nicotine in tobacco leaves that is absorbed into their bodies. Victims feel a general weakness or shortness of breath, severe headaches, vomiting, dizziness, cramps, heightened blood pressure or speeded-up heart rates. Labour legislation does not provide sufficient protection for the workers – neither in terms of safe working conditions, nor in terms of fair wages or economic security. Overall, a large percentage of the profits from tobacco production go to large tobacco companies rather than local tobacco farmers.

Tobacco and children

Tobacco production is an industry that is riddled with child labour. It is impossible to know the exact number of children working in the tobacco industry in numerous countries around the globe. Children are forced by economic necessity to work with their families in the tobacco fields, risking their health, safety, and future. They are subjected to hazardous manual labour, physical strain, dangerous environments, and long hours. Children are sent to work on estates with their families – meaning they cannot attend school. Poverty and lack of education keep children at work on tobacco plantations. Children easily remain in the cycle of poverty, especially as they are exploited and denied education. But there is more to it. Children are also tobacco users, as research shows that the

age of smokers is dropping on a global level. Also, children around the world suffer as second-hand smokers often within the environment of their own families.

Sustainability

When resources are put into tobacco production, they are taken away from food production. The land used for growing tobacco could be used for growing plants with more added value, such as food crops. Apart from that, large amount of firewood, that could be used domestically for fuel and heating, are instead used for the curing of tobacco. Also many countries have government subsidies for tobacco farming. Major tobacco companies have encouraged global tobacco production. This encouragement, along with government subsidies has led to a glut in the tobacco market. This surplus has resulted in lower prices, which are devastating to small-scale tobacco farmers. And yes, this makes cigarettes cheaper and more accessible to the global population.

Exporting smoking

The percentage of smokers is dropping in the Global North, but it is rising globally. That can only be caused by one thing – multinational tobacco companies are expanding in the Global South. Lobbying, poor legislation, legislative interference, advertisement, and low prices – these are some of the methods used by corporations to encourage smoking around the globe. And they seem to succeed.



PART 1: EXPLORING THE ISSUES AROUND TOBACCO

ACTIVITY 1: Chain-talking

Overview

This is a light exercise that allows the participants to get to know each other by talking to one another about different topics, including tobacco.

Note: Not to be confused with chain-smoking, even if it uses the same logic!

Goals

- Allow the participants to get to know each other and create a friendly environment
- Explore links between tobacco and other topics and spheres of life

Time requirements: 45 minutes

Room/Space Requirements:

Any space that will allow the participants to move, talk in small groups and sit in plenary

Group Size: 12

Age Group: 12+

Materials Needed:

- List of topics (see worksheet)
- Preparation
- Copy the list of topics

Instructions

Step 1: Ask the participants to get into groups of four. Let them know that this activity will allow them to learn more about each other by talking and sharing. If the people in the group do not know each other, introduce the rule that everybody should say their name in the small group every time a new person comes in.

Step 2: Ask the groups to discuss the first topic on the list. After two minutes ask one person from each group to join another group and ask the participants to continue their discussion.

Step 3: Ask the group to discuss the next topic from the list for two minutes. Then every two minutes ask the groups to either swap one participant or start discussing a new topic from the list. Close the activity when all topics are discussed.

Debriefing and Reflection

Debrief the activity with the following questions:

1. Did you like the activity and how do you feel?
2. Did you find out anything interesting about other participants?
3. What was the most interesting story/idea/fact that was shared?
4. Did you find any connection between the questions? What?
5. All the questions can be connected to tobacco. Can you find out how?

Refresh some of the topics and ask the participants how they relate them to tobacco. Help them if needed, using the references in the attachment.

Follow - Up

Based on the interest of the participants on a particular topic, connected to tobacco, you can follow-up with some of the in-depth exercises like Mapping Tobacco, Tobacco Children or Investigative Reporters. Can be found on the website: www.youthoftheworld.org

Tips for the Facilitation

If the group is not big enough to divide into groups of four, you can organize the activity in pairs, using the "speed-dating" method.

Topic	Possible references to tobacco
Discuss your childhood, place of birth and family;	Child labour in production of tobacco;
Tobacco companies working on specific strategies for attracting clients based on social status, family status, race, education, etc.	Movies are a tool for promoting smoking, used extremely intensive in the past but still used nowadays.
Discuss what is your favourite movie and why;	Movies are a tool for promoting smoking, used intensively in the past but still used nowadays.
Discuss if you take environmental protection in consideration in your everyday life;	Deforestation for the needs of tobacco growing and curing;
Pesticides used for tobacco production;	
Pollution from processing, transporting and using tobacco; non-degradable filters.	Tobacco is the most grown plant which is not used for food. Globally, we grow more tobacco than mushrooms, cherries, apricots.
Discuss what if you have a "bad habit" and how did it emerge;	
Discuss if you, a relative or a friend smokes and why in your opinion;	
Discuss what you would grow if you had a garden / what do you grow in your garden if you actually have one and why;	Tobacco is the most grown plant, which is not used for food. Globally, we grow more tobacco than mushrooms, cherries, and apricots.
Discuss who was your role model when you were younger and why;	Many "celebrities" participate in the direct or indirect advertisement of smoking.
Discuss what is your dream job and why.	Rights of the tobacco workers around the globe;



ACTIVITY 2: TOBACCO CHARADES

Overview

This is a variation of the famous social game Charades where one person needs to explain something and the rest need to guess what is the word or phrase that is being explained. The words suggestions in this game concern tobacco-related themes.

Goals

- Give knowledge about unpopular facts connected to tobacco production and consumption
- Entertain the group and create friendly atmosphere

Time requirements: 40 minutes

Room/Space Requirements

No specific requirements. It could be done in an informal environment, which allows people to sit in a circle for the debriefing.

Group Size: Minimum 3

Age Group: 12+

Materials Needed:

- Cards with words (worksheet)
- Copy of the factsheet (worksheet)
- In some variations of the game – poster (or a whiteboard) and markers

Preparation

Copy and cut the cards with the words/phrase suggestions attached. They are divided into categories. Print the fact sheet to give input after each answer.

Instructions

Step 1: Explain to the group that this will be a fun activity and it is connected to tobacco.

Step 2: The game is played easily – one participant receives a card with a word or phrase and he/she needs to explain to the others, who try to guess what the word or phrase is. When the group comes up with the correct answer, another participant receives a card and needs to explain. Participants go in turns so that everybody gets the chance to explain. Tell them that there are three ways to play the game and ask them to agree which one they prefer to use:

- Variation 1: The person who explains can only use body language.
- Variation 2: The person who explains can use speech, but is not allowed to say the words itself or words with the same root.
- Variation 3: The person who explains can only draw on the poster/whiteboard, but cannot talk or write words.

Step 3: Chose a category and start the game. Let the group know what the category is. No facilitation is needed during the game itself – let the group handle it. If you see them having difficulties, give input on the words/phrases in question with information from the factsheet. When the cards finish or the group starts losing interest you can ask them to sit in a circle for debriefing.

Debriefing and Reflection

Debrief the activity by asking questions, such as:

1. Did you like the activity and how do you feel?
2. Did you learn something new? What?
3. What strategies were used to explain countries? Geographical or cultural? Why?
4. What was the piece of information that surprised you the most?

If there were some questions, doubts and hesitations during a particular word/phrase, you can re-

sit it here and explore it further.

Continue with the questions:

5. Did you know much about tobacco?
6. Are you interested in researching on some aspects of the information given?
7. Do you think tobacco is the only product from our daily lives that we don't know much about? What else could be an example?

Follow - Up

Based on the interest of the participants on a particular topic, connected to tobacco, you can follow-up with some of the in-depth exercises like Mapping Tobacco, Tobacco Children, Investigative Reporters or Debating Alternatives.

Tips for the Facilitation

If the group is big (more than 10 participants), you can decide to divide into teams, where they have to guess the words/phrases in turns. In this case the game can take the form of a competition and scores can be recorded.

If the group is even bigger (more than 20 participants), you can think of having a few parallel games in smaller groups.



WORKSHEETS

Worksheet 1: Playing cards

Category: Top 10 Tobacco producing countries	Category: Celebrities photographed while smoking	Category: Crops grown less than tobacco globally
China	Robert Pattinson (<i>Twilight</i>)	Tobacco
India	Britney Spears (<i>singer</i>)	Mushrooms
Brazil	Ashton Kutcher (<i>Punk'd, Two and a half men</i>)	Tea
USA	Daniel Radcliffe (<i>Harry Potter</i>)	Strawberries
Turkey	Kate Moss (<i>model</i>)	Cocoa beans
Zimbabwe	Kate Winslet (<i>Titanic, The Reader</i>)	Onions
Indonesia	Sarah Jessica Parker (<i>Sex and the City</i>)	Apricots
Italy	Snoop Dogg (<i>rapper</i>)	Walnuts
Greece	Paris Hilton (<i>reality star</i>)	Cherries
Malawi	Lady Gaga (<i>singer</i>)	Artichokes

Category: Top 5 Cigarette exporting countries	Category: Famous people who died of smoking-related diseases	Category: Smoking cartoon characters	Category: Symptoms of "green tobacco sickness"
Germany	Winston Churchill	The Flintstones	Severe headache
The Netherlands	Walt Disney	Tom and Jerry	Vomiting
Poland	F Scott Fitzgerald	Pinocchio	Dizziness
USA	Sigmund Freud	Popeye	Speed-up heart rate
Indonesia	George Harrison	Bugs Bunny	High blood pressure

Worksheet 2: Factsheet

Category: Top 10 Tobacco producing countries

Tobacco is grown in over 125 countries, on over 4 million hectares of land, a third of which is in China alone. Since the 1960s, the bulk of production has moved from the Americas to Africa and Asia: land devoted to tobacco growing has been halved in the USA, Canada and Mexico, but has almost doubled in China, Malawi and Tanzania.

Top Country Producers	Thousands of metric tones
China	2 661
India	701
Brazil	568
USA	450
Turkey	260
Zimbabwe	175
Indonesia	147
Italy	132
Greece	130
Malawi	120

Source: *The Tobacco Atlas of the World Health Organization of the United Nations, 2002*

Category: Crops grown less than tobacco globally

Crop	Metric Tones
Tobacco	7,113,965
Mushrooms	5,987,144
Tea	4,518,060
Strawberries	4,366,662
Cocoa beans	4,230,790
Onions	3,588,038
Apricots	3,442,045
Walnuts	2,545,388
Cherries	2,102,651
Artichokes	1,440,903
Cinnamon	154,999

Source: *Food and Agriculture Organization of the United Nations, 2010*

Category: Top 5 Cigarette exporting countries

There are over 500 cigarette factories spread around the globe. These factories collectively produce nearly 6 trillion cigarettes every year, roughly 13% more than a decade ago. Note that the top exporting countries are not necessarily the top producing countries – in terms of production of cigarettes, the leading countries are China (41%), followed by Russia (7%), the US (6%), Germany (4%), and Indonesia (3%)

Country	Cigarettes exported in 2011, in billions
Germany	181 11
The Netherlands	115 35
Poland	89 49
USA	60 45
Indonesia	57 40

Source: www.tobaccoatlas.org, supported by the American Cancer Society and the World Lung Foundation

Category: Famous people who died of smoking-related diseases

- Winston Churchill. A heavy cigar smoker, Churchill nearly died several times during WW2. Died from a stroke in 1965.
- Walt Disney. Head of the entertainment corporation, died from lung cancer in 1966.
- F Scott Fitzgerald, novelist famous for the Great Gatsby. Died from a heart attack in 1940.
- Sigmund Freud, founder of the psychoanalytic school of psychology. Died from cancer of the jaw in 1939
- George Harrison, the youngest member of The Beatles. Died from brain cancer spread from lung cancer in 2001.

Category: Smoking cartoon characters

- The Flintstones were featured in a commercial of the tobacco company Winston. See the commercial here: <http://www.youtube.com/watch?v=FqdTBDkUEEQ>.
- Tom and Jerry are smoking in two of the classic cartoon episodes - Texas Tom and Tennis Chumps.
- Pinocchio is smoking in one of the most popular Walt Disney cartoon productions. See here: <http://www.youtube.com/watch?v=LvGZZ53Re-o>.
- Popeye – no need to explain. Can you even imagine the “healthy-lifestyle-promoter” Popeye without his pipe?
- Bugs Bunny is smoking a cigarette in a cowboy attire in the 1945 episode Hare Trigger. See here: <http://www.youtube.com/watch?v=THWCH2Nwsss>

Category: Symptoms of “green tobacco sickness”

The “green tobacco sickness” is caused by overexposure to the highly toxic nicotine in tobacco leaves that is absorbed into the bodies of workers who work with tobacco.

PART 2: GETTING DEEPER

ACTIVITY 1: Tobacco Children

Overview

This activity is presenting a case of child exploitation in a tobacco field. The activity is organized as a variation of forum theatre, which allows for the audience to participate and suggest solutions to the problem presented.

Goals

- Showcase child labour and factors around it
- Explore connections between child labour and our responsibility as consumers;
- Brainstorm on possible solutions against child labour;

Time requirements: 2 hours

Room/Space Requirements

Any space that can be separated into a “stage” and “audience”. Participants should be able to sit in a circle for the debriefing.

Group Size: 10

Age Group: 17

Materials Needed:

- Copies of the roles and scene description
- Objects, which identify with each of the roles (see suggestions in the roles list)

Preparation

Preparation is vital for this activity.

Gather a team of volunteers that would like to be the initial actors of the play. Have a preliminary meeting with them, explain the whole procedure, allocate roles and rehearse the scenes. Decide on the concrete lines together. Prepare them so that they will be comfortable improvising the reactions of their characters after each new intervention from the audience. It might be a good idea to have one or two people without a specific role who can jump in if the intervention suggested by the participants requires the appearance of a new character who is not present in the initial play.

Prepare signs with the labels “Scene 1: Malawi school”, “Scene 2: On the tobacco field”, “Scene 3: Tobacco Company”, “Scene 4: In your local shop”.

Arrange the room in theatre style – with space for the “stage” and chairs for the audience.

Instructions

Step 1: Shortly introduce the concept of Forum Theatre:

Forum theatre is a method designed by the Brazilian activist Augusto Boal as part of his concept Theatre of the Oppressed. As Boal himself describes it, Forum theatre presents a scene or a play that shows a situation of oppression that the Protagonist does not know how to fight against, and fails. The spectators (the audience) are invited to replace characters, and act out – on stage – all possible solutions, ideas, and strategies. All spectators have the same right to intervene and act out their ideas.

Step 2: Invite the volunteering actors to act out the whole play scene by scene. Then let the participants know that the play will be repeated and can be stopped at any time when a person from the “audience” has a suggestion for an intervention. The spectator should not explain what needs changing, but should replace any of the original cast (with the exception of the oppressor – the tobacco company boss) and act out their suggestion for change. When a spectator has an idea, he/she needs to state which character they would like to replace and in which scene. He/she should also take the object that identifies the character in question. The scenes are re-played as many times as ideas come from the spectators.

Step 3: After all ideas are tried out, the room should be re-arranged for debriefing.



Debriefing and Reflection

Debrief the activity by asking questions such as:

1. How do you feel?
2. Did you like the activity and why/ why not?
3. How did the initial scene influence you and why?
4. Is the boss the only oppressor?
5. What were the strategies that were proposed to change it?
6. Which is the best one? Is one intervention enough to solve the issue?
7. Is the story realistic? What about the proposed solutions?
8. What does the story tell us about relations between people from different parts of the world?
9. Does this only concern tobacco? What other example can you think of?

Follow-Up

You can continue working with the group with the exercises Debating Alternatives or Research, Act, Plan, putting the topic of child labour as a central one.

Can be found on the website: www.youthoftheworld.org

Encourage the participants to research the situation of children around the world, involved in the tobacco industry and/or other industries, as well as campaigns undertaken to address the issue.

Tips for the Facilitation

If the initial actors in the play are participants rather than colleagues or fellow facilitators, have in mind that this activity is a learning process for them, too. Before jumping to the scene, introduce the issue of child labour on the tobacco fields or ask participants to research it.

Make sure that you explain very clearly to the audience that every new act should propose something new and that the goal is to resolve the problem. What happens often is that the spectators act without suggesting a change of behaviour or worsen the situation rather than resolving it.

WORKSHEETS

Worksheet 1: Roles

Character	Suggestions for identification object
Azibo	Bag pack; colourful bracelet;
Teacher	Glasses; book
Azibo's mother	Chitenje – multi-coloured fabric, often worn around the head by the women in Malawi
Tobacco company boss	No need of an object as they cannot be replaced by audience
Tobacco company employee	Tie; folder with documents
Local shop owner	Apron;
Client	Wallet; bag; sunglasses

Worksheet 2: Scenes description

Scene 1: Malawi school

Azibo tells his teacher that he will not be able to attend school for the next couple of months, as his family is leaving for the tobacco fields. The teacher is disappointed and says that Azibo has made great progress, and that education is very important for him. Azibo will miss his school and the teacher, but he cannot do anything about it, as his family is in serious debt.

Scene 2: On the tobacco field

Azibo and his mother are collecting tobacco leaves. Azibo does not feel good; he vomits and lies on the ground. His mother already knows the symptoms of green tobacco sickness. She is worried but asks Azibo to stand up before the supervisor sees him, as the family might get expelled and replaced by another, "healthier" one.

Scene 3: Tobacco Company

The boss and the employer discuss marketing strategies. The employer says that he/she is concerned about intense journalist questions about the conditions of working on the tobacco fields and factories and child labour. The boss is irritated. He/she asks the employer to cover the story up and find out statistics that can clear the name of the company if it comes to that. If no such statistics exist, he should "create" them.

Scene 4: In your local shop

The client comes in and asks for a pack of cigarettes. The shop assistant asks if the client has read the newspaper – there's a report on alleged child labour in producing tobacco in Malawi. The client says that this is normal for such "uncivilized" countries, takes the pack of cigarettes and walks away.



ACTIVITY 2: Research, Plan, Act

Overview

This activity is a simulation of campaign planning, which allows the participants to explore the environmental issues around tobacco production and consumption, as well as to be innovative and creative.

Goals

- Support participants' research skills
- Explore the issue of deforestation and other aspects of environmental impact of tobacco production and consumption
- Link tobacco production to global environmental issues
- Strengthen skills such as cooperation, dialogue and decision-making
- Encourage creativity

Time requirements: 3 hours (the activity can be split in more than one day)

Room/Space Requirements

Any space that can allow for participants to work in groups. Computers or other devices with access to the Internet should be available.

Group Size: Min. 10

Age Group: 17+

Materials Needed:

- Posters
- Markers, paints
- Body paint
- Cameras or smart phones
- Computers or other devices with access to the Internet

Preparation

To be better prepared for the activity, it is recommended that the facilitator carries out his/her own preliminary research on the environmental impact of tobacco production and consumption.

Instructions

PART 1: Research

Step 1: Brainstorm with the participants how do they think the global production of tobacco is influencing the planet.

Step 2: Explain to the participants that they will undergo a simulation of a campaign with the aim to inform their peers about the ways global production and consumption of tobacco is influencing the planet.

Step 3: Divide the group into teams and ask them to find as much information as possible on the issue and especially information that they find interesting. Give them at least 45 minutes.

Step 4: Come together in plenary and ask each group to report. Debrief (see example questions below).

PART 2: Message

Step 1: Back in groups, participants are asked to think about a campaign message and choose the information they will use for their campaign. Give them at least 20 minutes for that.

Step 2: Come back altogether and ask each group to report.

Step 3: Give the big group time to decide for themselves on a common campaign slogan and on the pieces of information they will use for their campaign. Let them decide on the process and let them facilitate the discussion themselves. Intervene only if needed. Once they have agreed, debrief (see example questions below).

PART 3: Campaigning

Step 1: In groups, ask the participants to produce the content for their campaign, based on the mes-

sage and the information they selected. Each group should work on different campaign method. Here are three examples:

- Draw a poster, targeting young people to inform them about the ways global production and consumption of tobacco is influencing the planet;
- Create body art, targeting young people to inform them about the ways global production and consumption of tobacco is influencing the planet;
- Create a photo, suitable for a Facebook cover photo, targeting young people to inform them about the ways global production and consumption of tobacco is influencing the planet. Give them at least 40 minutes. Gather and show the results. Debrief.

Debriefing and Reflection

Debriefing after PHASE 1:

1. How do you feel?
2. Did you learn anything new?
3. Which was the thing that impressed you the most?
4. How did you approach the research?
5. Did the different groups find different information? Why is that?
6. Did you find controversial information? How did you choose which information to trust?
7. Why do you think there is controversial information?
8. What rules should we follow when we are gathering information?

Debriefing after PHASE 2:

1. How do you feel?
2. Are you happy with the result?
3. Was it difficult to come up with a common campaign vision?
4. What was the process? Was there a leader? Was everybody involved?
5. How was the small group working compared to the big group process?
6. What does that experience tell you about cooperation?

Debriefing after PHASE 3:

1. How do you feel?
2. Are you happy with the result?
3. How do you feel about the whole process through the three phases?
4. What did you learn?
5. Have you thought about this aspect of tobacco previously?
6. Does this only concern tobacco? What other example can you think of?
7. Is this a local or a global problem?
8. What is our responsibility in solving it?
9. Are the created products suitable for a real campaign?



Follow-Up

If the messages and the products have potential and the participants are interested to make a real campaign – make a real campaign!

Tips for the Facilitation

If the group is meeting on a regular basis, the activity can be split into more than one day. However, make sure that everybody participates in all sessions.

In the third part of the activity, you can offer other campaign methods, for example to create a brochure, a short video, small flash mob, etc.

ACTIVITY 3: Debating Alternatives

Overview

This activity explores the controversial issue of eliminating tobacco production and what happens with the people making their living out of it. It is done through the discussion of two texts, based on real life situations

Goals

- Explore the production of tobacco in relation to the issues of food security and poverty
- Think of ideas and alternatives of existing problems in relation to tobacco production
- Build skills for dealing with controversial issues and employ a multi-perspective approach

Time requirements: 1 hour and 30 minutes

Room/Space Requirements

Space that allows working in groups and sitting in a circle in plenary.

Group Size: 6

Age Group: 17+

Materials Needed:

- Printed worksheets, enough for each participant
- Flipcharts and markers
- Pencils or pens

Preparation

Print the worksheets.

Instructions

PART 1: Research

Step 1: Divide the group in small groups and give each group worksheet 1.

Step 2: Ask them to read it in groups and discuss the questions in the material, then present in plenary.

Step 3: Disseminate worksheet 2, which tells the story about tobacco farmers that make a living out of it. In groups, ask the participants to suggest solutions for the tobacco farmers. Ask them to write them down on flipchart paper.

Step 4: Gather in plenary to present the suggestions, discuss and debrief.

Debriefing and Reflection

Start with the questions:

1. How do you feel?
2. What impressed/surprised you most about the exercise?
3. Did you feel confused/uneasy at any point and where?
4. Did you feel the information is presented in a manipulative way?
5. Which text did you find more manipulative?
6. What was the difference between the discussion around the first and the second text?
7. Did you take into consideration all the perspectives of your ideas and suggestions?
8. What other examples can you think of?
9. How can we make sure that we have taken into consideration all perspective around an issue that we are exploring?
10. How can we handle controversial issues?



Follow-Up

You can connect this exercise with the exercise Tobacco Children and further discuss alternatives for children put in dependency of an industry, which is harmful for them.

Encourage research on different social campaigns and how they take into consideration all the aspects of specific issues and the needs of all stakeholders involved.

Tips for the Facilitation

If the group is small, you could discuss both worksheets in plenary, rather than splitting into small groups.

WORKSHEETS

Worksheet 1

While millions of men, women and children around the world are starving, the Food and Agriculture Organisation (FAO) estimate that nearly 3.9 million hectares of land throughout the world was under tobacco cultivation during the year 2009. And if you didn't know it, let us tell you – tobacco is not food!

Billions are being invested in growing tobacco in over 125 countries in the world. Global production of the crop exceeded 7.1 million tons. And if you didn't know it, let us tell you – tobacco is not food!

Mushrooms, strawberries, onions and apricots are only part of the edible plants that are being produced in smaller quantities than tobacco on a global level. In the meantime, feeding the world has become one of the biggest challenges of the 21st century. And if you didn't know it, let us tell you – tobacco is not food!

Cultivation of tobacco is one of the industries that supports cutting down woods. In some countries 45% of deforestation is attributed to the cultivation of tobacco. Trees are being unmercifully cut down, so that the land can be used for growing tobacco; or so that the wood material can be set on fire for curing tobacco leaves. And if you didn't know it, let us tell you – tobacco is not food!

This has got to stop! Ban the production of tobacco – once and for all!

Questions for discussion:

- 1) Do you see something wrong in the world today and what?
- 2) Do you think something needs to change?
- 3) What needs to change and how?

Worksheet 2

My name is Mehmed and I am 14 years old. I live in southern Bulgaria and my family has been producing tobacco for the last 80 years. My parents, my siblings and I all participate in growing tobacco in a family-owned estate here in the mountains. Tobacco is our only income, because there is no other work here.

My parents have been struggling with the family budget for a long time now. This is getting harder and harder as every year the prices of tobacco are decreasing and we never know how much we will be able to sell.

My country has been supporting tobacco producers with subsidies, but this is changing. Every year they say we are getting the subsidy for the last time.

Last year people with suits came and told us we should start growing something else on our land. They gave us many ideas, none of which could actually work. Growing tobacco is what we know. And if they think we can grow tomatoes on our land, they are welcome to come and try.

My father participated in all the protests that were organized by the tobacco farmers here. This year he said a few times he will set himself on fire if nothing changes. I'm scared that he will actually do it.

Growing tobacco is not an easy thing, I can tell you that. And I don't understand why after so much hard work my family is still so poor. Growing tobacco is the only thing that feeds us. And we are not the only ones.

Questions for discussion:

- 1) Do you see something wrong in the world today and what?
- 2) Do you think something needs to change?
- 3) What needs to change and how?



PART 3: FURTHER INFORMATION

World Health Organizations – Tobacco Free Initiative

<http://www.who.int/tobacco/en/>

The Tobacco Industry's Negative Impact on the Environment

<http://www.nsra-adnf.ca/cms/file/files/pdf/factsheet.pdf>

Fair Trade Tobacco

<http://www.fairtradetobacco.org/>

Every Tobacco is Unfair Tobacco

<http://www.unfairtobacco.org/en/>

The Tobacco Atlas

<http://tobaccoatlas.org/>

International Labour Rights Forum – Stop Child and Forced Labour – Tobacco Campaign

<http://www.laborrights.org/stop-child-labor/tobacco-campaign>

UNODC:http://www.unodc.org/documents/drug-prevention-and-treatment/Discussion_guide_II_2012_12.pdf

<http://www.unodc.org/unodc/en/prevention/youth-initiative.html>

Further readings:

The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product That Defined America by Allan Brandt

Thank You for Smoking (USA, 2005)

Chapter 3

Chocolate



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