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for Cleaner Production



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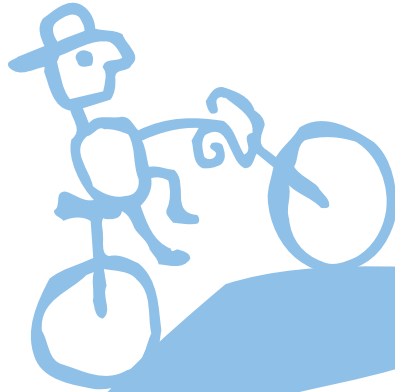
Production

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**'Before changing the
world, walk three times
around your own house'**

(Chinese proverb)

Introduction

This manual has been produced to support the training provided by the CP/RAC on **Teaching Strategies for Education in Sustainable Consumption and Production** aimed at **educators** of young people and adults in the Mediterranean region.

We feel that those who work in education play an **essential role** in producing members of a **critical citizenship** who are equipped to analyse and select from among the mountain of information provided by the media aimed at encouraging them to consume, and who can implement certain criteria to allow them to make consumption choices that are more environmentally and socially responsible.

In the consumer society we live in, citizens who can ensure they consume in a responsible fashion can bring about **significant changes**: by changing their consumption habits they can reduce their ecological footprint, encourage companies to use cleaner and more ethically sound production methods, and influence the public administration to commit to fairer and more sustainable development.

However, **conscious consumption** requires awareness and information. This **idea** is the basis for education in sustainable consumption and production: we aim to provide a number of **teaching strategies** that can be used by educators to encourage citizens to join the responsible consumption revolution.

This manual aims to meet the following **objectives**:

- To introduce an **educational proposal**, the ‘SCP workshop’, which consists of 20 teaching activities based on sustainable consumption and production (SCP) presented in activity sheet format.
- To outline certain **key concepts** in education for SCP that are essential for understanding the educational proposal.
- To provide guidance in **designing educational activities** in sustainable consumption and production, giving some **practical examples**.
- To offer a series of **bibliographical resources** where educators can find more information and resources on sustainable consumption and production.

The manual is **structured** in **seven chapters**:

The **first** chapter explains the **educational proposal**, which we have called the **SCP workshop**, and outlines the **phases** in which the workshop is organised.

The **second** chapter describes various **practical** aspects of an SCP workshop, providing guidelines and advice as well as general tips for carrying out the activities.

The **third** chapter provides **20 teaching activities** for education in SCP, explained in activity sheet format. Each sheet includes the **objectives** and the **steps** required to carry out the activity.

The **fourth** chapter details the **materials** required for carrying out each of the activities, also in index card format.

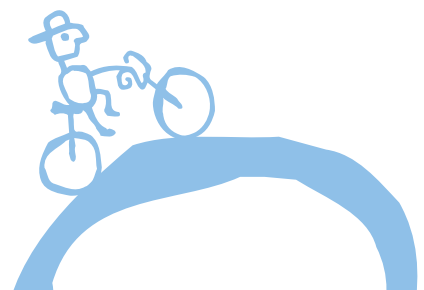
The **fifth** chapter provides a **practical example** of the design used for an SCP workshop carried out in Mehdiya (Morocco).

The **sixth** chapter provides an appendix with the description of a collection of **key concepts** for education in SCP so that the activities to be carried out are based on a **common theoretical framework**.

To conclude, the **seventh** chapter is accompanied by a list of **complementary resources** for finding more information on the subject of SCP.

The manual is completed with a **CD** to support the proposed activities containing information on SCP divided into **six folders**: ‘Responsible Consumption’, ‘Advertising and Counter-advertising’, ‘POPs’, ‘Ecological Footprint’, ‘North-South Relations and Fair Trade’ and ‘GMOs’. It also includes ‘The CD-ROM 2’, a complete set of material produced by Ecologistas en Acción containing exercises and texts for work on this topic, as well as the course **manual**.

We hope you find it useful!



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Educational proposal

This manual contains activities aimed at **raising awareness of and providing education in SCP** among **civil society in the Mediterranean region**. This means it is intended for the person on the street, whether young, adult or elderly, with a wide spectrum of education, lifestyles and occupations.

The common factor uniting all of the people at whom the activities are aimed is that they are all consumers and members of the **consumer society**. This is a society within which the possession or use of goods and services is the main aspiration and easiest way of attaining happiness and social status, and where disposable products, fleeting fashions and the purchase of the 'latest model' are the defining factors for personal identity. Never before has so much been consumed in such an unbalanced way in terms of the planet's capacity for regeneration and ability to support such consumption.

With this situation as a background and within the current context of **globalisation**, it is difficult not to want something and even more difficult to understand the repercussions that acquiring goods or services has on a global level. The **impact** of our consumption, which is often felt most in far-flung parts of the planet, is **invisible** to us. The complexity and the murky nature of

the relations involved make it difficult to find out about the processes used in obtaining raw materials (extraction and cultivation), the multiple processing phases (production of goods, semi-finished products, components, final products, etc.) and the damage caused by products/services when they reach the end of their useful lives.

Against this backdrop, this manual provides a teaching proposal aimed at creating **critical citizens**, not just in regard to the act of consumption, but citizens who are prepared to accept their **social and environmental responsibility**, playing an **active role** and regulating, guiding and transforming the market through their **decisions**.

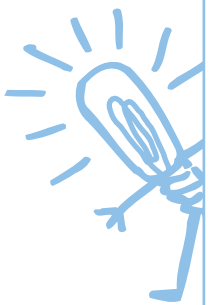
To do this, the activities in the manual are intended to encourage reflection on the **causes, consequences and implications** of production and consumption relations, to help understand and decode the **mechanisms** that the system uses to endlessly reproduce itself, to provide participants with the skills they need to **assess** different consumption alternatives and to encourage changes in consumption behaviour and attitudes.

The following section provides a more in-depth explanation of the educational proposal known as the 'SCP (sustainable consumption and production) workshop'.

1.1. The SCP Workshop

The activities contained in the manual are intended to make up a stand-alone educational proposal that we have called the SCP workshop due to its **practical, participative** nature. The workshop methodology is based on **meaningful learning**

and on **'learning by doing'** for participants. This means that participants learn by doing an activity. What they have learned is then consolidated, broadened and generalised with the help of theory.

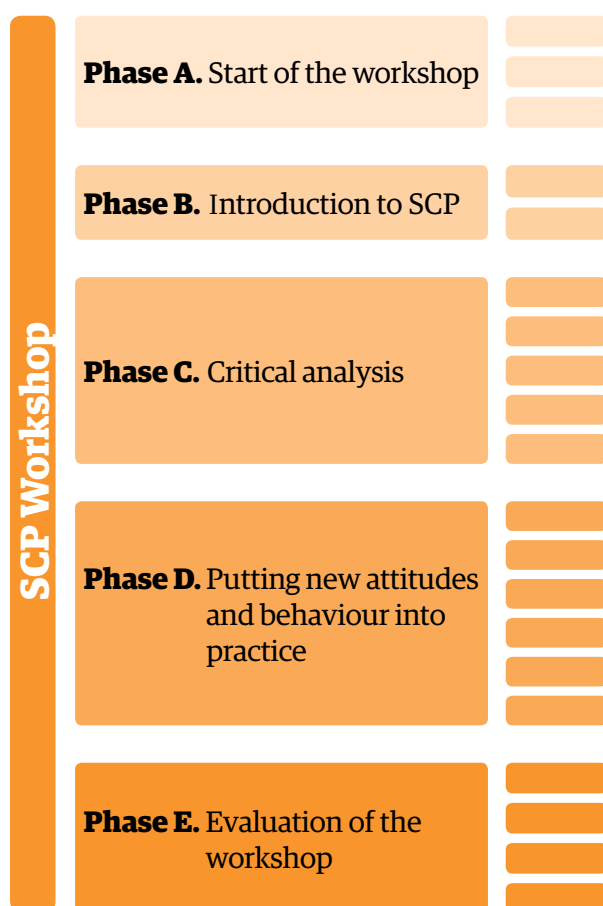


Meaningful learning is understood to be when the teacher links new information to knowledge participants already have, readjusting and reconstructing both sets of information in the process. (...) teachers create an environment for learning within which students understand what they are learning (...). It is meaningful learning that leads to the transfer of knowledge. This type of learning helps the student to use what they have learned in new situations and different contexts, which means that more than memorising information, students must understand it (...). Meaningful learning is influenced by two factors: previous knowledge of a subject, and the arrival of new information that complements the prior information to enrich it.

The SCP workshop has been designed as a **logical sequence** of activities. This sequence is the route that we feel will best lead to the understanding and acquisition of the theoretical and practical content of the workshop in order to attain its objectives.

The **sequence** consists of **five phases**: start of the workshop; introduction to SCP; critical analysis; putting new attitudes and behaviour into practice; and evaluation of the workshop. Each of these phases has its own objectives, characteristics and activities, as we will see later.

The diagram below shows the structure of the workshop, including the phases and the number of activities in each of these. A colour code has been used for each phase to make it easier to see the different ones, and this will be used throughout the manual.



The aim is to offer a **range of activities** in each phase so that the workshop facilitator can come up with a **custom-designed workshop**, choosing the activities based on the **time** available and the **type of participant**. The proposal should therefore be taken as a **guide** that educators can use as a basis to shape or redesign their **own SCP workshop** by

adapting and transforming the activities provided or creating new ones focused on their objectives and the group of participants.

However, at least **one or two activities from each phase** must be used and the given **order** of the phases must be respected in order to ensure the logical sequence of learning and to attain the objectives of the workshop.

The **phases** of the SCP workshop are described below:

A. Start of the workshop. Several activities are carried out during this phase. The number will depend on whether the members of the group already know each other and on the time available. The aim is that the members of the group find out what type of people are participating and with whom they will be working, and to break the ice. This is intended to reduce any anxiety among participants and break down any possible resistance to the content of the workshop or to their active participation in it. There is a combination of **introduction** and **ice-breaking** activities. This is essential if the group is to get off on the right foot, laying down solid foundations and creating a good atmosphere for the rest of the workshop. The activities in this phase are 'I like, I don't like', 'Get into groups' and 'Two by two'.

B. Introduction to SCP. The aim of this phase is to **introduce** the general topic of the SCP workshop using dynamic, playful methods, and to find out the **initial attitudes** of the group of participants to consumption. This allows the content of the workshop to be focused and adapted to suit the participants and also helps with the final evaluation of the workshop. It is also the time to introduce some basic **theoretical content** in order to even out the knowledge level in the group and facilitate learning in the subsequent phases. This phase includes the activities 'Seeking' and 'Anything goes', with the variant 'Bingo'. By **variant** we mean an activity that is very similar to the previous one, which means if one is used the other should be omitted.

C. Critical analysis. The aim of this phase is to provide **tools** and **content** to enable the group to carry out a critical analysis of certain **key aspects** of the consumption and production system, such as: the life cycle of products, the

impact of consumption, advertising, etc., to develop a **critical awareness** of the world we live in. The activities in this phase are: ‘**The story of a can**’, ‘**Labels**’, ‘**With a critical eye**’, ‘**Advertising fights back**’ and ‘**Environmental role-playing game**’.

D. Putting new attitudes and behaviour into practice. This phase provides participants with **criteria** to enable them to be more responsible consumers and to exert their influence through purchase decisions and actions. The aim is to train the individual’s **responsibility** using the new knowledge and values they have acquired through activities in which they have to use new **skills** and **behaviour**, making a **commitment** to themselves and their environment. This phase includes the activities ‘**Texts for walking**’, ‘**Don’t let them pull the wool over your eyes**’, ‘**The shopping basket**’, ‘**Let’s React**’, ‘**My personal commitment**’ and ‘**Paint it green**’.

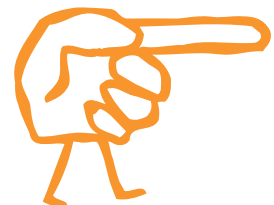
E. Evaluation of the workshop. This is the final phase of the workshop. These are activities that enable us on the one hand to evaluate participant **learning** and on the other to understand the **viewpoint** and **opinion** of participants on related aspects such as methodology, content, material provided, length, etc., of the workshop, collating **suggested improvements** for future workshops. This section includes the activities ‘**The best and worst**’, ‘**Praise, criticism, suggestions**’, ‘**Then and now**’ and ‘**The bull’s-eyes**’.

The majority of activities can also be carried out **individually**, provided that suitable context is provided. However, **certain activities** would not make sense if not accompanied by subsequent activities (such as the introductory activities) or would be difficult to understand without certain prior knowledge and learning (activities in the final phase). In these cases, the activities are not independent as they are **interconnected**.

The following page shows a table with the phases of the workshop, the **activities** of which it consists and its **length**, as well as the **connections** between the activities. This table can help in selecting the activities for the workshop.

Before we conclude, we would like to list the **objectives** of the workshop. The aims of holding an SCP workshop are for participants to:

- Be made aware of the cause-effect relationship between consumption and production and between consumption and the environment.
- Be able to reflect on the potential effects that specific acts of consumption might have on a global level.
- Be aware of the effects of advertising on consumption and develop a critical attitude to advertising.
- Make use of a series of criteria that help them to make more sustainable decisions when consuming products.
- Develop consumption habits that are more respectful of the world we live in.



SCP Workshop

Phases	Activities	Time	Connections
A. Start of the workshop	1. I like, I don't like	15'	
	2. Get into groups	20'	
	3. Two by two	30'	
B. Introduction to SCP	4. Seeking/Bingo	1 hour	
	5. Anything goes	2 hours	
C. Critical analysis	6. The story of a can	1 hour	
	7. Labels	1 hour	6
	8. With a critical eye	1 hour	
	9. Advertising fights back	1 hour	
	10. Environmental role-playing game	1 hour	
	11. Texts for walking	30'	
D. Putting new attitudes and behaviour into practice	12. Don't let them pull the wool over your eyes!	1 hour 30'	9
	13. The shopping basket	1 hour	6
	14. Let's React	1 hour 30'	13
	15. My personal commitment	1 hour	13
	16. Paint it green	2 hours	6, 14
	E. Evaluation of the workshop	17. The best and worst	15'
18. Praise, criticism, suggestions		20'	
19. Then and now		30'	
20. The bull's-eyes		20'	

2. Carrying out the SCP workshop

This section provides certain **guidelines and advice** for holding an **SCP workshop**. It introduces the tool of microprogramming, which enables the detailed and meticulous planning of the

workshop. It also outlines some points on how to carry out the **activities** and on the **role of the facilitator** of the SCP workshop.

2.1. Guidelines and advice for the SCP workshop

Based on Gómez et al. (2011), we would like to provide certain **guidelines** that can help when holding an **SCP workshop**. These relate to: the physical **space**, the **length** of the workshops, the size of the **group**, the **equipment** and material resources required, the **products** of the workshop, and the **facilitators** and handling of the groups.

A. THE PHYSICAL SPACE. Ideally, a **large** room with natural light should be used. The room should have big, independent tables for working on (for group work), and **movable chairs** for everyone involved. It is best if the **walls are blank** so that the materials produced by the groups can be hung up. If high attendance is anticipated, it is helpful to book **several separate rooms** for different sub-groups to work in without disturbing each other, along with a **large room** with the seats arranged in a **U-shape** for common sessions and debates among the full group. It is a good idea to **check the suitability** of the **space** before the workshop and make the rooms ready before the group arrives.

B. LENGTH OF THE WORKSHOP. The length of a workshop **varies** according to the **number of activities** to be carried out and the **time** that the facilitators and participants have available. This means that the length of the workshop can vary between 8 and 16 hours (or

more), although for the **optimum sequence of activities** we recommend a length of **16 hours** split over **2 days**. It is important to have a **break every 2 hours** to prevent the group from growing tired and losing concentration.

C. SIZE OF THE GROUP. The majority of activities are designed for a workshop of between **15 and 20 people**. Dialogue and **participation** are more **difficult** with more than **25 people**. Some activities are designed to be carried out **individually** first, followed by a **group discussion**, but most are carried out in sub-groups of around 5 members followed by a **group discussion**. It is best **not** to have **more than 5 sub-groups** to prevent the full group discussion becoming too long.

D. EQUIPMENT AND MATERIAL RESOURCES. As mentioned above, movable **seats** and large **tables** are required for working in small groups. In addition, a large **blackboard or whiteboard**, a **flipchart pad** and a **projector** for presentations along with the required computer and projection screen are also required. In terms of **expendable materials**, the proposed activities require consumables that are cheap and easy to acquire. These materials are listed on each activity sheet.

Toolbox for the SCP workshop	
1. Flipchart roll	A roll of large sheets of paper that can be affixed to portable black/whiteboards. This is the most-used item for group work as it enables all of the members of the group to work on the material and makes the group session afterwards easier.
2. Printer paper	For activities that require a lot of space, such as product life cycle graphics, tables, etc.
3. Markers and fine-tip felt pens in 4 colours	To write in large print on the flipchart so that the writing is legible from far away. The use of a number of colours helps with comprehension of the material.
4. Pads and pens	So that the groups can take notes while carrying out the activities.
5. Index cards and coloured Post-it notes	To create graphics or tables, allowing the cards to be moved. Used in several activities.
6. Scissors and compasses	For cutting out advertisements, images, etc., and drawing circumferences.
7. Blu-Tack or other reusable adhesive	For sticking the cards, Post-its, etc., to the paper, so that they can easily be removed and repositioned.
8. Coloured pencils and glue sticks	For creative tasks, making collages, etc.
9. Miscellaneous materials	A 'bag of tricks' containing a variety of things for the analysis of advertisements, creative work and theatre pieces (magazines, pieces of fabric, hats, etc.)
10. Broad masking tape	For sticking the material to the wall and for writing the names of participants and sticking them to their clothing.
11. Photo and/or video camera	For taking photos or making recordings during the workshop. There is no need for them to be 'professional'.

However, there is a typical 'toolkit' of **materials** that are usually used in the **SCP workshop**. These are listed in the table below so that this can be used as a checklist when preparing the **workshop**.

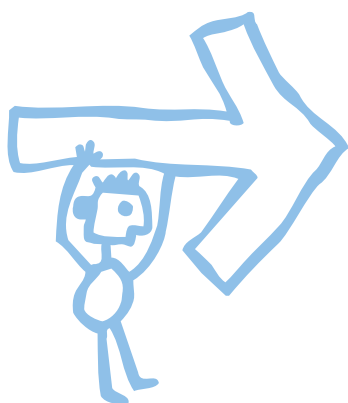
In addition, it is important to provide **sufficient quantities of materials** so that nothing is lacking during the workshop, and to bring the **pre-prepared materials** required in the different activities of the workshop (photocopies of activity cards, written cards, digital presentations, etc.) Lastly, there are certain **logistical** factors to be remembered: **water** should be brought for participants and **breakfast or coffee** provided during the breaks. It is better that these are consumed in the **room itself or nearby** so as not to waste too much time in getting from A to B and not to break the working dynamic.

E. PRODUCTS OF THE WORKSHOP. Certain activities lead to the production of materials by the groups (sheets, flipcharts, etc.). So that this material may be used later by the facilitators in drawing up the workshop **report**, each product should be marked with the **title** of the activity and the **date and place** of the workshop. Taking **photographs** or **video footage** throughout the workshop can also provide interesting material for drawing up the report.

F. THE FACILITATORS AND THE HANDLING OF THE GROUPS. In terms of **number**, it is best if there are **at least 2 facilitators** for each workshop given the amount and intensity of work to be done. The ratio of **one facilitator to ten participants** usually works well. In terms of **skills**, in addition to knowledge of the activities and of SCP, the facilitators should also have

certain **group management and leadership skills**, such as: chairing groups, creating enthusiasm, reinforcing, summarising, etc.

To finish this section, in line with Gómez et al. (2011), we have produced a list with a number of pieces of **advice** to be remembered before carrying out an SCP workshop.



Advice for carrying out an SCP workshop

- ✓ reduce improvisation and unforeseen circumstances through the **meticulous planning** of the workshop using **microprogramming** (see next section).
- ✓ Have a **plan B** ready in case activities must be shortened (time can be wasted answering questions, forming subgroups, moving between rooms, etc.). It is better to **leave out activities** than to work under time pressure and transmit anxiety to the group. It is also better to carry out **two activities in depth** than three in a superficial, rushed way.
- ✓ Have a **variety of group dynamics exercises** ready to be able to decide which to use in the workshop based on the type of participants, the mood of the group, etc.
- ✓ Try to have a **list of possible participants** for the workshop with their **basic information** so that you can adapt activities to the characteristics of the group and plan the way subgroups are to be formed.
- ✓ Bring **more material** than you think will be required and bring **versatile stationery** (cards, scissors, markers, Post-its) even if you think you will not use it.
- ✓ To speed up **logistical tasks** during the workshop, integrate **helpers** into the team who, although not facilitators, help with adapting the spaces, dividing material among the groups, hanging material on the wall, etc.
- ✓ At the **beginning of the workshop**, explain the **objectives, content and timetable** (start, breaks, end) of the workshop to participants.
- ✓ The **closing of the workshop** is as important as the opening: stick to the planned timetable, avoid having participants leave before the end of the activity where possible, ask participants for their opinion and thank them sincerely for their participation.

2.2. How to plan an SCP Workshop: microprogramming

Before an SCP workshop is carried out, extensive planning is required that is to a great extent decisive for the success of the workshop. **Microprogramming** can be a useful tool in this process.

Microprogramming is a double-entry table that the team of facilitators draws up before the workshop specifying and relating the topics, activities, steps, material resources and length of each activity planned for the workshop.

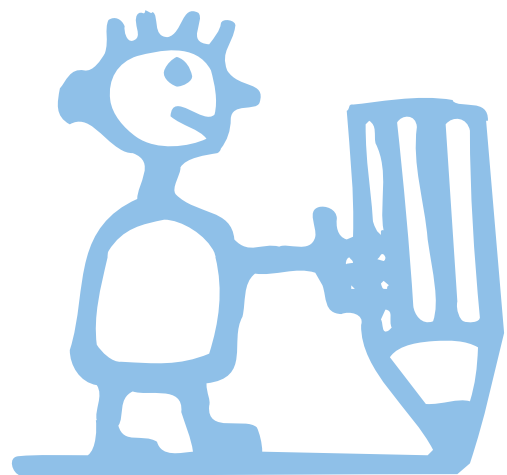
Microprogramming the workshop makes the work of the facilitation team easier, as it helps in planning the appropriate **sequence and combination of activities**, taking into account all of the **logistical and methodological aspects** involved in holding the workshop.

This table can include different elements depending on the design used by the team of facilitators. We

would suggest including the following fields:

- **Topic:** a summary of what will be done or the phase of the workshop, for example: 'Introduction of the participants', 'Critical analysis', etc.
- **Activity:** the name of the activity to be carried out, for example: 'Seeking'.
- **Steps:** the time sequence of the main parts of the activity.
- **Resources:** expendable materials (flipcharts, cards, markers, Blu-Tack, etc.) and equipment (video camera, stills camera, projector, etc.) that are required to carry out the activity.
- **Person responsible:** person or people in the team who are responsible for an activity or part thereof.
- **Length:** length of time allotted to each activity.
- **Time:** anticipated start time of each activity to help facilitators be aware of deviations from the set timetable.

The next page shows an example of microprogramming for an SCP workshop.



Example of MICROPROGRAMMING OF AN SCP WORKSHOP

At _____
Date _____

Topic	Activity	Steps	Resources	Person Responsible	Length	Time
Introduction of participants and the team of facilitators	Round of introductions	- Brief introduction: name, where the person is from, group they represent (use name tags)	- Cards - Markers - Sticky tape	Anthony	30'	5.00 pm
Introduction of the workshop	Outline of objectives, programme and working methodology of the workshop. Distribution of material.	- Brief explanation of the aims of the workshop, break times and end times - General explanation of methodology to be used and of the programme	- PowerPoint presentation of the programme. - Workshop manual and folders.	Laura	15'	5.30' pm
Group introduction	Activity 'Seeking'	- Give out 'Seeking' sheet - Carry out activity - Conclusions	- 'Seeking' activity sheets	Explanation: Laura Groups: All Full group session: Laura	30'	5.45 pm
COFFEE BREAK	During the break, 2 members of the team prepare the room, changing the position of tables and chairs and distributing materials			Victor and Sara	30'	6.15 pm
Critical analysis	Activity 'The story of a can'	- Explain activity. - Form subgroups (5). - Carry out activity. - Group discussion of the work and obtaining conclusions...	- Printer paper - 5 packets of Post-its - 5 sets of thick markers and 3 packs of fine-tip felt pens - Sets of cards - Wide sticky tape
Evaluation of the workshop	The bull's-eyes

2.3. Carrying out activities. The role of the facilitator

When carrying out the workshop activities, it is helpful to clarify certain aspects regarding the role of the facilitator and the way that the activities are to be carried out.

The **facilitator is key to the success** of the activities and the workshop.

According to Gómez et al. (2011), the role of the facilitator is to ask questions that encourage the group to participate, to allow expression of the different ways of thinking, to be able to summarise information and communicate it back to the group, and to help reach a consensus where necessary, encompassing the general feeling of the group and the particular perspectives of minorities that are represented within the group.

In addition, following the advice of the same authors, the team of facilitators should have certain basic knowledge of **group dynamics**, should be sensitive to the **mood** of the group and be aware of their **speed** of assimilation and working, etc. The group usually **emits** this information in **non-verbal ways**, and facilitators must learn to ‘read’ the group to see whether a break is required or changes should be made to the planning of the workshop.

Lastly, the team of facilitators must also be able to **manage the space and the groups**: the group should be able to move from one activity to the next quickly and participants should be distributed in the most appropriate way for the activity to be carried out.

When doing the activities, it is **recommendable to allow time for individual thought** about the topic in question before starting work in subgroups or with the whole group.

In this regard, a **typical methodological sequence** that tends to work quite well would be:

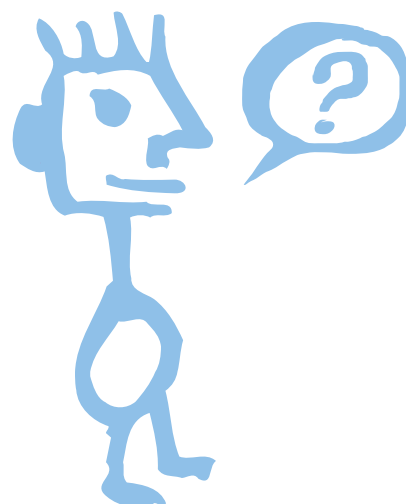
1. **Individual reflection** in silence, allowing some time for this.
2. **Work in subgroups** within which individual opinions are exchanged and a group consensus is reached.
3. A **group discussion** during which each

subgroup presents their conclusions to the rest of the group using a spokesperson.

4. **Group debate** during which the floor is opened to all participants to ask for clarification, defend or criticise positions taken etc. in terms of the different conclusions reached by subgroups with the aim of coming to final conclusions.

It is important when working in subgroups to give each subgroup an **activity sheet** to guide the work of the team and ensure that they work on the topic in depth. It is always helpful if the facilitators **float among the subgroups** to ensure that everyone is **clear** on the aim of the activity and the way it should be carried out, and to show that they are **willing** to clear up any doubts that may arise.

To finish this section, we will provide a brief guide to **forming subgroups**. Participants can be assigned to groups that are established in advance in line with a number of **characteristics** that seem helpful (sex, background, age, etc.), or groups can be assigned **randomly**. The quickest way of doing this is for participants to **number off** aloud. For example, if the activity is to be done in five groups, participants are numbered off from one to five repeatedly until each person has a number, then all the ones are asked to group together with the ones, the twos with the twos, etc., forming five groups. Depending on the type of activity or participants, an ongoing assessment should be carried out of the most appropriate way of forming groups.



3. Activity file

This chapter contains 20 activities explained in activity sheet format. Each sheet contains: the name of the activity, the phase in which it is included, the length, the materials required for the activity, the aims, the steps to be taken to

carry it out and certain observations to take into account when doing the activity.

The box below shows the model used for the layout of activity sheets.

Model activity introduction sheet

No. Activity title	
Phase: Phase that the activity belongs to and its colour code.	Materials: The materials required for doing the activity.
Time: Length of the activity, indicating the number of minutes or hours.	
Aims: The main aims to be attained through the activity.	
Carrying out the activity: Steps required for doing the activity, excluding the introduction to the activity.	
Observations: Useful recommendations when putting the activity into practice.	

In order to make it easier to identify and locate each activity, a box is provided below with the different phases and the activities included in each, numbered and accompanied by a short description.



Taller de CPS

Workshop phase	Activity	Description
Phase A. Start of the workshop	1. I like, I don't like	Informal and dynamic introduction of the members of the group using something they like and something they don't like as a starting point.
	2. Get into groups	Grouping and ordering of the participants based on numerous criteria indicated by the facilitator.
	3. Two by two	Formal introduction in pairs of the participants.
Phase B. Introduction to SCP	4. Seeking/Bingo	Participants ask each other questions to get to know everyone's attitude to consumption.
	5. Anything goes	Physical positioning within the room according to whether the participant agrees or not with a series of phrases (opinions or beliefs concerning environmental problems and consumption) read aloud by the facilitator.
Phase C. Critical analysis	6. The story of a can	Deduction of the life cycle of a soft drink can and of the environmental and social effects of its consumption.
	7. Labels	Analysis of the factors influencing the textile trade based on the labels of the group's clothing and reflection on the impacts of its production and consumption.
	8. With a critical eye	A critical analysis of the meaning of texts, images, songs or videos that contain an environmental message.
	9. Advertising fights back	Dramatisation of a debate on an environmental-social issue approached from different perspectives or social roles that are set out and allocated in advance.
	10. Environmental role-playing game	An analysis of the implicit and explicit messages and the marketing strategies of advertisements.
Phase D. Putting new attitudes and behaviour into practice	11. Texts for walking	Reflection based on a text that is read out or acted concerning the importance of personal actions on a global level and the multiplying effect of individual actions.
	12. Don't let them pull the wool over your eyes!	Creation of a counter-advertising commercial based on a critical message to be transmitted regarding the problems associated with consumption.
	13. The shopping basket	Assessment of the environmental cost of a number of products in the shopping basket based on a series of sustainable purchasing criteria.
	14. Let's React	Seeking solutions to reduce the effects of consumption through the 3 Rs.
	15. My personal commitment	The personal choice of new consumption habits to be put into practice and the anticipation of obstacles and how to overcome them.
	16. Paint it green	Greening a space through actions that implement the concepts, ideas and reflections of the workshop.
Phase E. Evaluation of the workshop	17. The best and worst	The group writes down its opinions on the best and worst aspects of the day's workshop.
	18. Praise, criticism, suggestions	Written opinions of the group on the aspects that they would like to praise and criticise on one day of the workshop or the workshop in itself, with suggested improvements.
	19. Then and now	Self-assessment of each participant of the changes in expectations, knowledge, skills, etc. resulting from the workshop.
	20. The bull's-eyes	Assessment by the participants of a series of aspects of the workshop.

1. I like, I don't like

Phase:

Start of the workshop

Materials:

None

Time:

15 minutes

Aims:

To get to know the workshop participants.

To create a relaxed atmosphere.

To encourage active participation in the workshop

Carrying out the activity:

Tables and chairs should be moved out of the centre of the room and participants should stand in a ring in an open area of the room or outdoors.

The facilitator goes into the centre of the ring and introduces him or herself, saying, 'Hi, I'm, I live in and I work as..... My favourite thing is(e.g. chocolate) and the thing I like least is... (e.g. getting up early)'. The others applaud, the person receives the applause while still in the centre and then returns to his or her place. Following the same sequence and in order, all of the members of the group introduce themselves.

Observations:

Although this activity may intimidate the shyest members of the group and cause anxiety at the start, our experience is that the funnier interventions serve to break the ice within the group quickly.



2. Get into groups

Phase:

Start of the workshop

Materials:

None

Time:

20 minutes

Aims:

To create a relaxed atmosphere.
To learn the profile of the group.

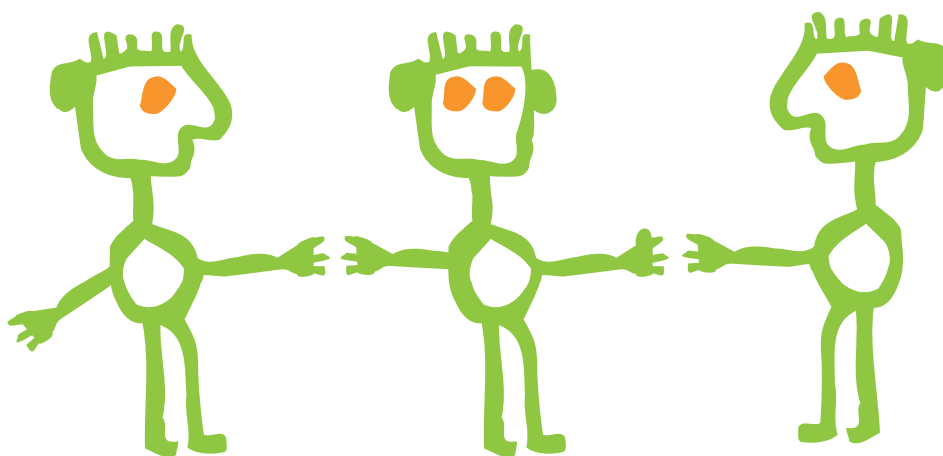
Carrying out the activity:

1. The room should be prepared with the tables and chairs in a U, leaving as big a gap as possible in the centre so that participants can stand inside the U.
2. Explain that the group is going to divide itself into groups according to the characteristics that we will give, which means that participants will have to communicate among themselves.
3. Different parameters are said aloud, quickly in order to encourage speed. For example: get into groups by number of children (including no children), by job or occupation (students/those who are in work/housewives/those looking for work, etc.), by the season in which you were born, etc.
4. Participants will then be asked to put themselves in order according to day of birth, height, shoe size, etc.
5. The activity should be ended when the group seems sufficiently relaxed.

Observations:

This activity usually causes little anxiety and creates a relaxed atmosphere among the members of the group.

Facilitators can ask occasionally for the members of the groups to tell each other their names.



3. Two by two

Phase:

Start of the workshop

Materials:

Thick marker
Broad masking tape

Time:

30 minutes

Aims:

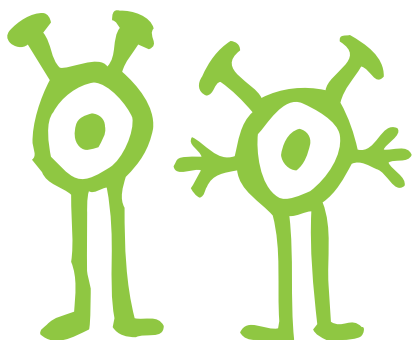
To find out the names and characteristics of the members of the group.
To bring about first contact among the members of the group.

Carrying out the activity:

1. The members of the group should position themselves in the centre of the room. They are then asked to form a pair with a person they did not previously know. If there is an odd number of participants, one trio can be formed.
2. Once the pairs are made, tell them to sit down and chat for 10 minutes. They have to ask their partner their first name, what they do and what they are expecting from or what has motivated them to do the workshop.
3. While they do this, pass the masking tape and a thick marker around the group so that each pair can write their names on a piece of tape and stick it to a visible part of their clothing.
4. When the pairs have finished, go around the group asking each member of the pair to introduce their partner, without the partner clarifying details or adding any information about themselves.
5. When all of the pairs have introduced each other, the facilitators introduce themselves.

Observations:

- Facilitators can make it easier to find partners by telling the group to walk around an open area of the room at different speeds (more slowly then more quickly) to 'mix up' the group, and then when a facilitator says 'stop' they form a pair with the person nearest to them.
- It is important to ask participants to write their names on the tape in large capital letters and to wear the tape for as long as possible so that the group can learn all of the names.
- This can be combined with activity 2, and when the group appears relaxed the facilitator shouts, 'Divide into...pairs!'
- This presentation causes little anxiety and is ideal when there is limited time for the introduction of the group.
- To make things quicker, introductions in pairs can be substituted with individual introductions, but in that case there will be no interaction among members of the group.



4. Seeking (variant: Bingo)

Phase:

Introduction to SCP

Materials:

MATERIAL IV: sheets IV.1 and IV.2.

Photocopies of sheet IV.1 or IV.2. for each participant.

Time:

30 minutes

Aims:

To introduce the topic of responsible consumption to the group.

To find out the existing knowledge, attitude and consumption habits of the group.

To create a relaxed atmosphere.

Carrying out the activity:

1. Tables and chairs should be moved out of the centre of the room and participants should stand in an open area of the room.
2. Each participant is given a pen and sheet IV.1: 'Seeking', which contains phrases along the lines of 'Find someone in the group who...'
3. Each participant in the group has to fill out their card. To do this, they must speak to the other people in the room (names cannot be repeated on the card) while moving around the space.
4. When the cards are more or less filled in (there will be the odd item that cannot be completed) a group session is carried out on the results of 'Seeking', adding more information, such as 'Who in the group likes chocolate?', 'Does anyone know where it is manufactured?', and 'Where does cocoa come from?', etc.
5. Ask the group about the results of the questionnaire: why they think it was difficult to find someone who does a particular thing, or why there are so many people who have so many of something else (electrical appliances), whether they think that the results would have been the same for a group in Ethiopia, etc. Based on the comments of the group, joint reflection can then be carried out on the topic of consumption.

Observations:

- When doing this activity it is common for a person to stick with the first person they find, asking them all of the questions on the card so that they can enter their name in several places and not make the effort to talk to more people. To avoid this, it is important to emphasise that names cannot be repeated on the card.
- There is a variant of this activity: Bingo! The idea is the same, but the phrases are given in table format, with a phrase in each box (see sheet IV.2). When someone has filled out the whole table, they shout 'Bingo!' This can be helpful to motivate the group to ask, but it can also lead to the questions being asked too quickly. It is also possible that no one gets Bingo because not all of the boxes can be filled in. In this case, take advantage of the situation and ask the group which phrase could not be completed and why they think that is the case. The facilitator should choose the activity they think is most appropriate for the group.



5. Anything goes

Phase:

Introduction to SCP

Time:

1 hour

Materials:

MATERIAL V: sheet V.1.

Cards with the answer options and tack for sticking them up.

Computer, video projector and screen.

File from the manual CD (Responsible Consumption folder):

pdf_charla_sensibilizacion_problemativa_residuos.pdf

Aims:

To introduce the topic of responsible consumption (RC), create a relaxed atmosphere and foster an environment of confidence and trust in which every opinion is heard and accepted.

To find out the initial opinions and beliefs concerning RC and participants' motivation to apply it.

To develop the positioning, argumentation and putting forward of personal ideas.

Carrying out the activity:

1. Before starting, the facilitator prepares a list of phrases on the questions to be surveyed within the group. Answer options may be 'Agree/Disagree' or 'YES/NO'.
2. Tables and chairs should be moved out of the centre of the room and two posters hung up with the answer options on each side of the space.
3. The group is asked to stand in the centre and a question is read aloud so that everyone can hear. Depending on their stance, participants move to one side or the other ('yes' or 'no'). No one is allowed to remain in the centre.
4. A brief interpretation is made of the results and some arguments are requested from the different stances. A short period can be left for debate, reflection and possible changes of opinion (changing to the other side of the room). The facilitator's attitude should be to listen and ensure respect for dialogue and the opinion of every participant, without providing information or his or her personal opinion until all of the phrases have been read out.
5. The process should be repeated until all of the questions in the questionnaire have been read out.
6. At the end, the facilitator should clarify the information in the 'Anything goes' activity using a presentation in PowerPoint or any other format on certain ideas linked to SCP, such as: ecological footprint, ecological rucksack, responsible consumption, POPs, etc. (See *Ecologistas en Acción* PowerPoint presentation on the manual CD).

Observations:

- It is helpful to begin with trivial questions to break the ice, such as 'I prefer watching a film at home than meeting a friend', and then continue with questions about responsible consumption.
- It is helpful when reading out the questions to have a visible medium with the questions on a flipchart or a screen so that participants can read them several times before deciding where to position themselves.
- The activity should be carried out in a fairly dynamic fashion so that the group does not get tired of standing up.
- The same activity can be carried out at the end of the SCP workshop to assess the extent to which knowledge, beliefs and attitudes have changed within the group.



6. The story of a can

Phase:

Critical analysis

Time:

2 hours

Materials:

MATERIAL VI: sheets VI.1, VI.2, VI.3, VI.4.

A clear wall for hanging posters or a large black/whiteboard, markers, tack, 5 large pieces of printer paper, broad sticky tape.

5 sets of coloured cards with the phases of the life cycle of a tin can.

5 sets of cards in another colour for the 'effects'.

Blank cards

Aims:

To analyse the life cycle and the effects of the consumption of a can of soft drink and to understand the mechanism that is activated each time we consume a product.

To develop the ability to analyse the life cycle of products and to deduce the environmental and social impacts that this causes.

To introduce the key concepts: ecological rucksack, SCP, linear and circular life cycles, eco-design.

Carrying out the activity:

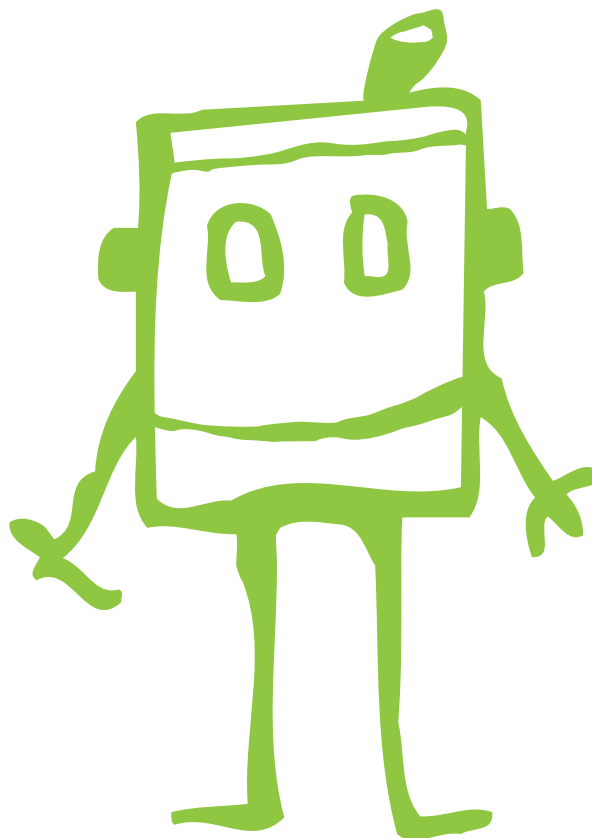
1. The facilitator should prepare 5 sets of cards with the phases of the life cycle of a soft drink can on them in advance. These should be based on sheet VI.1. The facilitator should also revise the effects of product consumption as shown on sheets VI.2 and VI.3.
2. The room should be prepared by joining the tables together in 5 blocks with the appropriate numbers of seats. A set of the cards that have been prepared in advance should be left on each group of tables, along with blank cards, printer paper, markers and tack.
3. Participants are then asked to think about the impact of consuming homemade lemonade. The facilitator should then show a soft drink can and ask the group about the impacts resulting from its consumption (its 'ecological rucksack'). To gain an idea of the 'ecological rucksack' of a product, its life cycle must be analysed. This means that to understand the impact of the can, participants must know its life cycle. This is what they are going to find out.
4. The following fictional case study should be explained as a starting point: the company that owns the brand of drink is based in the USA. It produces the syrup (sugar, flavourings, acids and additives) and carries out the marketing. The company has subsidiaries in a number of countries. These subsidiaries own packaging plants, which mix the syrup with carbonated water and package the resulting drink. The aluminium is manufactured from bauxite that is extracted from forests and jungles, causing major problems of surface water pollution and deforestation. The sugar is obtained from sugar cane plantations which are usually worked by children. Workplace accidents are common.
5. Divide the group into teams of 4 or 5 people. With the information given, the cards provided and the marker, each team should reconstruct the life cycle of a can of soft drink. The cards should be stuck to the paper with tack so that they can be moved around and the blank cards are to be used for adding information to the diagram.
6. After 20 or 30 minutes, each group hangs their diagram in a visible point of the classroom and gives a brief explanation. The facilitator should provide his or her opinion and complete one of the diagrams (the one that is most complete) if necessary, clearing up any doubts participants may have.
7. Each group then collects their diagram, improves it if necessary and adds cards of another colour showing the environmental and social impact caused by each phase/card in the diagram, joining them to the relevant phase of the life cycle using arrows.



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8. Each group gives a short explanation of their work through a spokesperson. Conclusions are drawn.
 9. We then explain how, through direct, visible and apparently harmless consumption, we are also causing a large amount of *indirect, invisible* consumption because the increasingly complicated nature of production circuits and the secretive nature of multinational companies mean that this information is hard to come by. There should be an emphasis on industrial, *linear* products (from cradle to grave) and *circular* products as produced in nature (from cradle to cradle) and the need for a new industrial revolution, *green industry*, should be highlighted in which the life cycles of products are closed, with cradle to cradle designs, producing no harmful emissions or waste. The facilitator can use cards with the phases of the life cycle and tack to illustrate their explanation. These can be stuck first in linear format and then in circular format (sheet VI.4).
 10. We should add that ecological production is not enough, because at present the *eco-design* (designing a product or service to ensure it uses the minimum possible resources at all points in its life cycle) of many products generates a *rebound effect* (an increase in units produced and sold). For example, eco-designs of computers, printers, mobile phones and other electronic appliances means that it is increasingly cheap for companies to produce them, which means they cost less and are consumed more. This means that efforts on the part of companies are not enough. We as consumers must accept the limits of our consumption levels.
-

Observaciones:

- It is important to provide support to the teamwork session to ensure that analysis is as complete and in depth as possible, asking loaded questions or providing additional information if required.



7. Labels¹

Phase:

Critical analysis

Materials:

MATERIAL VII: sheets VII.1, VII.2, VII.3.
Paper, pens, Plasticine in two colours.
<http://www.ropalimpia.org>, www.nortesur.org
Projector, computer, screen.
Digital presentation prepared by the facilitator.
Manual CD: folder 'North-South Relations and Fair Trade'.

Time:

1 hour

Aims:

To reflect on the products that we consume (particularly clothing).
To discover the factors that affect their manufacture (workforce, raw materials, etc.)
To foster a critical approach to individual consumption.

Carrying out the activity:

1. The facilitator asks the participants in the group to look at the labels of their clothing and see where the garments are made. Someone notes down the countries mentioned on the black/whiteboard.
2. Following this, if possible, using a map of the world that includes the Peters line (see sheet VII.1), the group looks for the countries listed on the map and each one sticks a small ball of Plasticine on the country that appears on the label of their clothing, using two different colours of Plasticine depending on whether the country is above or below the line.
3. Count the number of countries above and the number of countries below the line. Once the group realises that the majority of countries in which their clothing is manufactured are on the lower part of the map, ask them why they think that these products are made in countries in the South and guide them to the realisation that if it is profitable to manufacture them in one country and consume them in another, when transport, customs and other costs are taken into account, this is because of the low salaries paid and the miserable working conditions (a PowerPoint presentation can be given based on the information on sheets VII.2 and VII.3.)
4. To analyse the environmental impact of clothing production, participants can be asked: What type of textile fibres make up the garments that we are currently wearing (are they natural or artificial?), How have they been produced? (Have chemical fertilisers been used or chemical waste produced?) What is the impact of their production on the environment?
5. End the activity by asking what can be done in this regard. Some ideas:
 - If possible, buy locally produced clothing that we know has been manufactured under fair working conditions.
 - When going to a shop to buy something, look at the label of what you are going to buy. If it is manufactured in countries in the South, ask the shop assistant if they know the conditions in which the article was produced and whether they can guarantee that workers' human rights are respected. Shop assistants will not usually know the answer, but if we keep insisting and asking, the moment will come when their supervisors will eventually ask the brands for answers, tired of being asked questions that their staff cannot answer. This in itself only makes companies realise that consumers are increasingly demanding in terms of the social conditions in which products are manufactured.
 - Consume fewer clothes by recycling and exchanging clothes.
 - Keep up to date by reading the Clean Clothes Campaign website on socio-environmental improvements that their brands make or by participating in the campaign itself.

Observations:

More information is available on the Clean Clothes Campaign website: www.ropalimpia.org and on the manual CD (North-South Relations and Fair Trade folder).

This activity should be carried out after activity 6: 'The story of a can'.

1. Activity based on the SETEM North-South Programme, Materiales de Secundaria 18-34. PDF, available at: <http://www.nortesur.org/materiales.htm>

8. With a critical eye

Phase:

Critical analysis

Materials:

Material VIII: sheets VIII.1 and VIII.2.

Material for analysis (text, images or video).

Photocopies with questions for the analysis of the material for each person, produced by the facilitator.

Time:

1 hour

Aims:

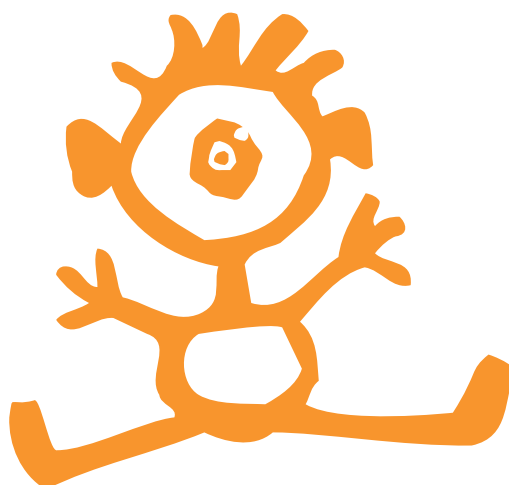
To introduce texts, images or videos that contain an environmental message to analyse the meaning of this. To create cognitive conflicts within the participants, fostering dialogue, reflection and reasoning that leads to the comprehension of the environmental-social issue and their positioning in regard to such problems.

Carrying out the activity:

1. Prior to the activity, the facilitator should find a text (news item, article, poetry, etc.), an image (photographs, drawings, cartoons) or video (documentaries or feature films) that brings participants to reflect clearly on the environmental-social issue that can then be analysed by the whole group. These can be found online, in newspapers, magazines, video libraries, etc. (see examples on sheet VIII.1 and VIII.2).
2. Once the material has been selected, draw up a list of questions that make its analysis easier for the group (see example on sheet VIII.2).
3. Then present the material to the group, distributing a sheet with the questions to be answered by participants. The analysis may be carried out directly by the group or on an individual basis first and then in small groups.
4. To finish the activity, a group discussion is carried out through spokespeople of the conclusions reached by each group and a debate is started based on participant comments.

Observations:

- The persuasive images provided by ConsumeHastaMorir are very useful. These are available from: <http://www.letra.org/>.
- Chapter 7 of the manual suggests documentaries and feature films that can be used for this activity.
- This activity can be followed by another in which the people in the group produce a song, drawing, collage, video, etc. that transmits an environmental message.



9. Advertising fights back²

Phase:

Critical analysis

Materials:

Material IX: sheets IX.1, IX.2.

Advertisements, a variety of magazines.

Time:

1 hour

Script of questions for the analysis of the material for each participant (made up by the facilitators).

PowerPoint presentation on the marketing strategies used in advertising (produced by the facilitators).

Information from CD-ROM 2 on the manual CD.

Aims:

To present advertisements for the analysis of their implicit and explicit messages and the marketing strategies used.

To develop the capacity for analysis and the critical faculties for decoding advertisements.

To be aware of the way advertising affects us, creating superfluous 'needs' that become consumption habits.

Carrying out the activity:

1. The facilitator looks for advertisements in the local press with elements that are 'easy' to analyse for participants.
2. The group is divided into teams of 4 people and the advertising material chosen is distributed among them for them to analyse (either the same material for each group or different material).
3. Each team has to analyse the implicit and explicit messages contained in the advert they are given. To make analysis easier, participants may be given a script of questions adapted to the material to be analysed or a general list of questions (see example on sheet IX.1).
4. Following this a group discussion is held in which a spokesperson from each group shows the advert to the rest of the class and explains the conclusions reached.
5. The facilitator explains the different marketing strategies that are used (see sheet IX.2), with a PowerPoint presentation if possible.
6. Each group should decide which marketing strategy has been used in its advert.
7. The group as a whole talks about the strategies used.
8. Finally, a debate is held on the way advertising affects us in our consumption (support can be found in the information in the advertising folder on the CD-ROM mentioned above).

Observations:

- Another (longer) option is to provide each group with one or two magazines and have them select one or two adverts that attract their attention to analyse.

10. Environmental role-playing game

Phase: Critical analysis	Materials: Material X: sheet X.1. Sheet with a description of each role for those taking part in the game. Cards and markers for writing the names of the characters. Material introducing the topic of the role-playing game, produced by the facilitator.
Time: 1 hour	

Aims:

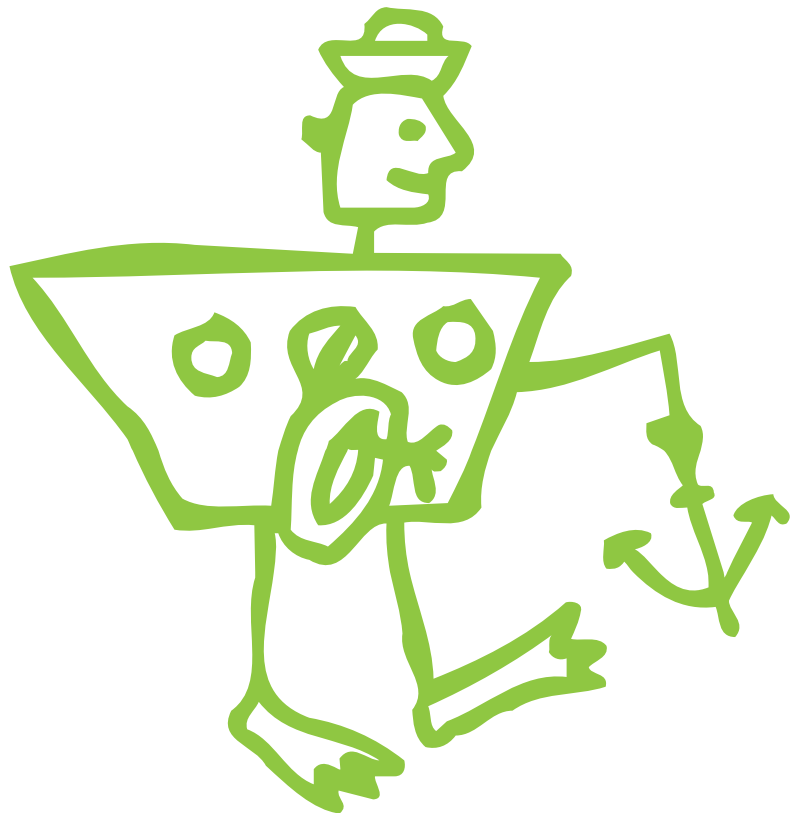
- To present problematic situations and analyse them from different points of view.
- To strengthen critical thinking and to clarify values related to the topic.
- To facilitate the search for solutions to complex environmental problems.
- To develop greater comprehension of and empathy towards the way different people act.

Carrying out the activity:

1. Before the classroom session begins, the facilitator chooses a topic linked to socio-environmental problems and consumption that is of interest to the group so that it can be analysed from a variety of points of view. If possible, the problem chosen should be specific, close to the experience of the group or relevant to the country in which the workshop is held, real and up to date, for example 'The construction of a seafront hotel'. More general topics can also be used if preliminary documentation is provided, for example simulating a meeting about POPs with countries, businesses and civil society associations, or a meeting to decide on a moratorium on fishing a specific species, or a meeting with different stakeholders to develop certain minimum requirements for the production of consumer goods with a lower environmental cost or smaller ecological rucksack.
2. Once the topic has been chosen, the role-playing game is constructed based on the guidelines provided on sheet X.1.
3. A list is drawn up of key actors in a discussion of the subject (neighbourhood associations, businesspeople, technical staff, governmental institutions, people employed in the sector, etc.) and a brief description is given on a card of each character's perspective on the topic to be debated and their attitude to the matter.
4. Once in the classroom, groups can be formed that represent the different stances so that every member of the workshop participates, or participants can be asked to volunteer so that one or two of them represent each role and the others act as the audience.
5. The roles are divided out, giving each person the card with the description of their role.
6. Give participants a few minutes to study their role briefly and to make up a card to place on the table or stick to their clothing to identify their character.
7. Those people who are going to act position themselves in a circle, including the facilitator, to hold the meeting (the other participants position themselves outside the circle).
8. The facilitator opens the meeting explaining its objectives and asks for a round of introductions so that the characters can introduce themselves and briefly explain their opinion on the matter in question.
9. The debate begins, moderated by the facilitator. The idea is not so much to 'argue', but to listen actively, seek common points of general interest and try to come to agreements or conclusions, trying not to cling to the initial stance of each character.
10. After around 30 minutes the meeting should be brought to a close. If agreements have been reached, they should be written on a flipchart.
11. An analysis is carried out of the role-playing game, the protagonists are asked how they felt in their roles and the members of the audience are asked for their opinion. Conclusions are obtained that can be written on the black/whiteboard.

Observations:

- In a preliminary session the facilitators should prepare material for introducing the topic of the role-playing game. This can be a PowerPoint presentation, an imaginary or real news item, etc.
- Objects and costumes can be used to help participants get into character (hats, briefcases, etc.), making the game seem more realistic.



11. Texts for walking

Phase:

Putting new attitudes and behaviour into practice

Materials:

Material XI: sheets XI.1, XI.2.

Time:

30 minutes

Aims

To raise awareness of the importance that personal actions have on a global level.

To promote action through personal decisions.

To reflect on the possible multiplying effect of individual actions.

Carrying out the activity:

1. The facilitator asks for three volunteers who want to perform a short play. The rest of the group acts as the audience.
2. The facilitator explains to the group of volunteers that they are going to perform a short play. One of them will be the narrator and will read out the text on sheet XI.1. The other two will speak the dialogue within the text and will act out the narration.
3. After a short period, the play should begin.
4. When it ends, the spectators are asked for their interpretation of the story and there is a brief group reflection on the importance that personal actions have on a global level.
5. Two volunteers are then found and given sheet XI.2 to read out to the rest of the group.
6. When the text has been read, the group is again asked what they think about the text. Is there a multiplying effect on personal decisions? A debate is held on whether there is any point in individual actions aimed at making the world a better place, trying to gather the group's personal experiences. The facilitator can add information on real cases where the actions of specific individuals have led to important changes in the attitude of businesses.

Observations:

- The actors can get into character to make the story seem more real.
- To make the most of the activity it is important to create an atmosphere that, while playful, is of respect for those who are reading the texts to the group.



12. Don't let them pull the wool over your eyes!³

Phase:

Putting new attitudes and behaviour into practice

Time:

1 hour 30 minutes.

Materials:

Material XII: sheets XII.1.

1 photocopy of sheet XII.1 for each team.

Magazines, pencils or markers, 4 pairs of scissors, 1 glue stick and 1 sheet of paper or card for each small group.

Broad masking tape for affixing the flipcharts to the wall.

Documentation from the folder 'Advertising and Counter-advertising' and CD-ROM 2 on the manual CD

Aims

To create a counter-advertising advertisement based on a critical message about consumption.

To make participants aware of counter-advertising as another tool for raising awareness of consumption and global problems.

To develop critical faculties and creativity.

To use the new values learned in regard to consumption to make creative suggestions and turn them into action.

Carrying out the activity:

1. The group should form into teams of 4 people. The facilitator distributes sheet XII.1, magazines, 4 pairs of scissors, sheets of paper or card and 1 glue stick to each group.
2. The aim is to create counter-advertisements. To do this, the facilitator explains the technique of 'Looking for graphic ideas' based on the example given on sheet XII.1.
3. Each group comes up with a message linked to attitudes to consumption or to environmental and social problems that they think is important to transmit. It is helpful to define the 'target audience' as closely as possible, specifying ages, gender, etc.
4. Using sheet XII.1 as a guide, participants use the 'Looking for graphic ideas' to help them define the idea of a counter-advertising advert. Then, using drawings and/or material cut out of the magazines, they construct the advert as a collage on the sheet of paper or card.
5. The adverts are then stuck to the back/whiteboard. The other teams try and decode the message of each advert. This lets the team see if their advert has the desired effect.
6. A group session is then held, asking questions such as: What did you think of the activity?; How did you feel after making your advert?; Do you think that counter-advertising is a good way to make people think and to reach their conscience?; etc.
7. The facilitator displays some adverts from the material provided by ConsumeHastaMorir (Ecologistas en Acción), using a projector and a screen, discussing each advert with the group

Observations:

- To carry out this activity, activity 9: 'Advertising fights back' must have been done.
- Large amounts of information are available on the manual CD: CD-ROM 2 and the Advertising and Counter-advertising folder.



13. The shopping basket

Phase:

Putting new attitudes and behaviour into practice

Time:

1 hour

Materials:

MATERIAL XIII: sheets XIII.1 and XIII.2.

Photocopies of sheet XIII.1 for each participant and of sheet XIII.2 for each group.

Consumer goods, pens.

Digital file with consumer criteria (sheet XI.1 of the manual CD), projector, computer and projection screen.

Aims

To assess the environmental cost of a series of commonly purchased products and to put them in order according to sustainability.

To learn a group of criteria required for responsible consumption and to use these to help participants make purchase decisions that show awareness of and respect for the environment and their fellow humans.

Carrying out the activity:

1. The facilitator should buy a selection of products in advance. The idea is to choose two or three different alternatives for each type of product, varying the type and size of the container, amount of packaging, ingredients, whether it is fresh/processed, the origins of the product, etc. so that participants can compare and analyse the environmental and social impact of the product. Some examples are:
 2. Juice in a 1-litre glass bottle, a 1-litre Tetrabrik and in small Tetrabriks.
 3. Toothpaste in a plastic tube and an aluminium tube.
 4. Dessert in a packet (sponge cakes), biscuits wrapped in plastic and cardboard, small packet of biscuits.
 5. Fruit or vegetables bought in bulk, and packaged on a polystyrene tray and covered in plastic.
 6. Chickpeas in bulk, chickpeas in a plastic packet and a glass jar containing pre-cooked chickpeas.
 7. Locally produced yogurt, yogurt in a large format from another country, dairy dessert.
 8. Classic light bulb and energy-saving light bulb.
 9. Cake of green soap and a bottle of detergent.
10. The facilitator should prepare the space, positioning 5 tables in the room and placing the different groups of consumer goods on them.
11. The group is asked how they could reduce the impact of consumption of the can of soft drink analysed in activity 4. The impact could be reduced: by not buying it, by buying the drink in a larger format glass bottle, recycling the can afterwards, drinking a locally produced or fair trade drink, making a soft drink at home, etc. The ideas are noted down on the board or a flipchart.
12. Participants are then shown the consumption criteria (sheet XIII.1) on the audiovisual screen. These are criteria that can be taken into account when making an assessment of products. The facilitator can also show certain symbols and their meaning (recyclable, the symbols for organic agriculture or fair trade, etc., symbols of the types of plastic and whether they can be recycled, etc.)
13. Participants divide into 5 groups and each is given a copy of sheet XIII.1 and a copy of sheet XIII.2.
14. Each group uses this sheet to help them analyse the products displayed on each table, calculating the environmental cost, choosing the product they would buy and justifying their decision. The groups should rotate once so that each group analyses the products on a couple of tables.
15. Afterwards, a group discussion is held, with all of the groups gathering around a table and giving a commentary on the choices made. The group moves from table to table until every table has been covered. There is no single valid or best option for each case. What is important is for participants to make a critical analysis and to exercise their right to make a conscious decision based on their own criteria, not one that is influenced by advertising or fashion.
16. Conclusions are drawn: What conclusions can we come to? What have we learned?

Observations:

- It makes sense to purchase products that participants consume or that are common in everyday shopping.
 - Emphasise the capacity for personal choice more than ‘getting the right answer’, since it is often hard to know what that is.
 - To carry out this activity, activity 6 must have been carried out previously: ‘The story of a can’.
-



14. Let's React

Phase:

Putting new attitudes and behaviour into practice

Materials:

MATERIAL XIV: sheet XIV.1.
 Photocopies of sheet XIV.1 for each participant.
 Black/whiteboard, sheets of paper in white and 3 colours divided in half, markers, tack, posters for the table, Post-its, broad masking tape.
 3 cards in 3 colours with the 3 Rs and sheets with the 5 areas.

Time:

1 hora 30 minutos

Aims:

To provide solutions for reducing direct and indirect consumption and minimising our environmental impact.

Carrying out the activity:

1. The facilitator asks the group as a whole to explain what reduce, reuse and recycle means (the 3 Rs) and asks for examples of the three actions, making a note of them on the board. Sheet XIV.1 may be helpful for this.
2. When these concepts are clear, the facilitator explains that these three 'responsible' actions can be applied to any area. Write the areas on the board: food, water, energy, the outdoors and personal items and hygiene (clothing, personal objects, personal hygiene). The group is then asked to provide examples of an 'R' that can be done in each area. When the group is clear on the concepts, move on to the next step.
3. The group is divided into 5 teams. Each team is allocated one of the areas described, sheets of paper in 3 colours split in half (A5 size), markers and sheet XIV.1 as help.
4. Each team thinks of actions implementing the 3 Rs that they think could be applied to this area, and they write these down in large letters on the paper (one A5 piece per idea), using different colours for Reduce, Reuse and Recycle.
5. Meanwhile, the facilitator hangs a white sheet of paper horizontally on the board with the word 'Areas' written on it and another three in the colours used by the group for Reduce, Reuse or Recycle to construct a table as shown below.
6. A full group session should be held after 20 minutes. The spokesperson for each group sticks their posters on the board with tack and explains the results of the group's work, making a table as shown below:

Areas	Reduce	Reuse	Recycle
Food			
Water			
Energy			
Personal and hygiene products			
The outdoors			

The table should be kept for activity 15.

Lastly, conclusions should be drawn about the activity.

Observations:

- Facilitators are recommended to support group work so that participants do not focus on 'simple' aspects and what they already do, instead carrying out a more in-depth study.
- This exercise should be carried out after activity 6: 'The story of a can'.

15. My personal commitment

Phase:

Putting new attitudes and behaviour into practice

Time:

1 hour

Materials:

MATERIAL XV: sheets XV.1 and XV.2.

Table produced during activity 14.

Photocopies of sheet XV.2 for each participant

Post-its in three colours, printer paper, fine-tip markers, broad masking tape..

Aims:

To promote the change from automatic, unconscious consumption habits to voluntary habits chosen using the critical faculties.

To foster coherence between personal values and consumption behaviour.

Carrying out the activity:

1. The table produced as part of activity 14 is stuck on the wall.
2. The group as a whole is asked to list some of the actions in the table that they take and others that they do not. In relation to the actions that they do not take, why not? Analyse the reasons why most of us do not take the actions listed, noting down what participants say as a brainstorming session. The reasons are usually based on convenience, 'addiction' to the habit, a lack of options or information, etc. Try and make sure that participants do not feel judged, but that they do become aware of what might be an obstacle when trying to switch to different consumption habits.
3. Explain the process of changing from one habit to another that is more sustainable, using the graphic on sheet XV.1 to help. Usually we become aware of something, see that it is an important topic and that there are other people who are worried about it, and begin to try out the new habit. The change is assessed after a short time. If we are convinced by it we continue with the new habit, if not we return to the old habit.
4. Suggest that the group makes a personal commitment to the planet. This consists of changing 1 to 3 personal habits for other, more sustainable ones. To do so, participants will have to think of things that are easy but new and commit to trying the new habit for one month. If after that time the new habit seems better, they will continue with it.
5. The individuals in the group stand up to look at the table produced. After this, each person thinks of 1-3 new habits that they would like to develop and writes them on a Post-it (1 per Post-it). For each habit they should also write down the obstacles they may encounter when carrying it out and how to overcome these obstacles, using different coloured Post-its.
6. While they are doing this, the facilitator should draw a table on the board or on printer paper in marker with 3 columns: new habits, possible obstacles, how to overcome obstacles.
7. After 15 minutes, go round each person so that they can read their Post-its and stick them on the printer paper, explaining why they have chosen these habits, the obstacles they may encounter and how they plan to overcome them.
8. To conclude, each person is given a copy of sheet XII.2.
9. Tell each person to collect the Post-its that they wrote and to take them home, stick them in a prominent place and be aware of them during the month of their new habit.

Observations:

- This exercise should be carried out after activity 6: 'The story of a can' and after activity 14: 'Let's React'.
- If the members of the group appear strongly motivated to change their habits, the facilitator can suggest that they meet in one month to discuss their experience of trying new habits, to exchange information they have discovered, places to buy 'sustainable' products, etc. They may even decide to form a 'Sustainable consumption working group' that meets on a regular basis.

16. Paint it green

Phase:

Putting new attitudes and behaviour into practice

Time:

2 hours

3-4 hours if the actions are carried out.

Materials:

MATERIAL XVI: sheet XVI.1.

Copy of sheet XVI.1 for each team.

'Proper Education' video (available on YouTube).

Computer, video projector, projection screen, Internet connection.

Printer or parchment paper, markers, masking tape or tack to stick paper to the wall, Post-its in two colours, map of the centre chosen.

Aims:

To put the concepts, ideas and reflections from the workshop into practice by the greening of a space that participants have access to.

To develop the powers of observation and the attention for detecting spaces, attitudes and environmental behaviour that can be improved.

Carrying out the activity:

1. Before starting the activity, the relevant individuals should be contacted to ask permission to use the space for 'greening'. This may be a park, a centre, etc.
2. Watch the video 'Proper Education' in the classroom and then explain that we are going to become green activists and that the first action will be the greening of a space. This could be the centre where the workshop is held or another to which participants have access (the premises of a tenants' association or women's association, etc.).
3. Divide the group into teams by zone (classrooms, toilets, outdoor areas). A plan of the centre can be used for this. Each team is given sheet XVI.1 and an explanation is given of how to fill out the sheet. The group as a whole should provide examples of 'black spots' (areas and equipment, attitudes or behaviour that could be improved on an environmental level, such as waste bins containing a mixture of different types of waste, high-energy light bulbs, wasted paper, etc.) and 'actions for improvement' (things that can be done easily for the environmental improvement of the space or attitudes: putting up posters to remind users to do something, providing different waste bins, etc.).
4. Each team should go out to look at the centre (the facilitator should decide on the most appropriate time to do this). Participants will observe both what is there and what is missing, as well as the attitudes and behaviours of individuals in each place, collecting all of the information on sheet XVI.1.
5. Back in the classroom, a giant map should be made of the centre on printer or parchment paper. This can be stuck on the wall or to the floor. Each team locates the black spots and writes things that can be improved in each black spot on Post-its of two colours (depending on whether the criticism applies to equipment or attitudes). The facilitator helps to ensure that the proposals are as realistic and feasible as possible.
6. Each team explains the situation in their part of the map. Their work can be enhanced by ideas and proposals from the rest of the teams.
7. Lastly, if possible the facilitator should try and find the right moment during the workshop to carry out the proposed actions.

Observations:

- It is helpful to advise centre staff of the activity and ask for their involvement if possible.
- Before carrying out this exercise, it is helpful to have completed activity 6: 'The story of a can' and activity 14: 'Let's React'.

17. The best and worst

Phase:

Evaluation of the workshop

Materials:

Printer paper or 2 flipchart sheets

Thick markers

Broad masking tape for affixing the flipcharts to the wall.

Post-its (optional)

Time:

15 minutes

Aims:

To collect a brief opinion in a short time from each participant on the activities done on a specific day of the workshop.

To provide a means of expression for members of the group to evaluate the workshop.

Carrying out the activity:

1. Before beginning the workshop, two flipcharts are positioned on a wall of the classroom, one showing a smiley face or the words 'the best' and the other with a sad face or the words 'the worst'.
2. The session is held to analyse the workshop.
3. On completing the session, give the members of the group several markers and ask them to stand up and individually write down the best and the worst of the activity in which they have participated on each flip chart.
4. Once everyone's opinion has been collected, participants return to their seat and then each flipchart is read aloud, commenting on the aspects that the facilitator considers appropriate and asking for suggested improvements, clarifications, etc.

Observations:

- When reading out the results of the assessment, the facilitator should avoid justifying themselves in the face of potential critical comments, as this might lead to less expression of opinions in future evaluations.
- If the group is very large, the facilitator can ask each person to write 1 to 3 things on a Post-it that they liked and 1-3 things that they did not like about the day and then stick these on the respective flipcharts.
- This activity can be done at the end of each day of the workshop.



18. Praise, criticism, suggestions

Phase:

Evaluation of the workshop

Materials:

Printer paper or three flipcharts

Thick markers

Broad masking tape

Post-its (optional)

Time:

20 minutes

Aims:

To collect a brief opinion in a short time from each participant on the activities done on a specific day of the workshop or the whole workshop, and their suggested improvements.

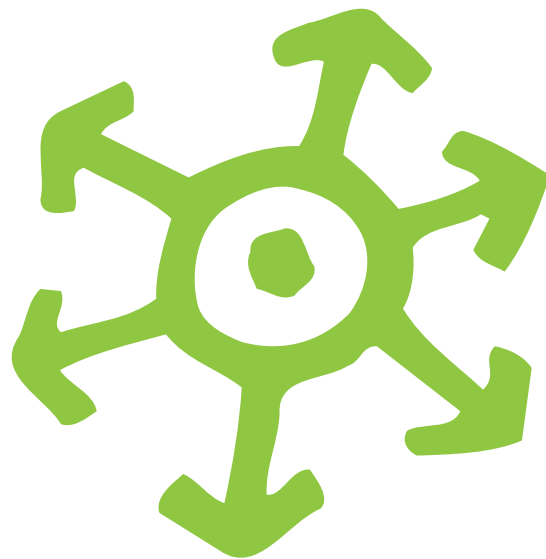
To provide a means of expression for members of the group to evaluate the workshop.

Carrying out the activity:

1. Before beginning the workshop session, the facilitator should stick some printer paper with three columns or three flipcharts on the wall with the headings 'Praise', 'Criticism' and 'Suggestions'.
2. The session is held to analyse the workshop.
3. On completing the session, distribute several markers among the members of the group and ask them to stand up and individually write down what they would praise and what they would criticise about the activity or workshop in which they have participated on each flip chart, along with their suggestions for improvement.
4. Once everyone's opinion has been collected, participants return to their seat and then each flip chart is read, commenting on the aspects that the facilitator considers appropriate.

Observations:

- This technique can be used at the end of each day or of the workshop as a whole.
- If the group is very large, the facilitator can ask each person to write their comments on Post-it notes and stick those on the appropriate flipcharts.
- When reading out the results of the assessment, the facilitator should avoid justifying themselves in the face of potential critical comments, as this might lead to less expression of opinions in future evaluations.



19. Then and now

Phase:

Evaluation of the workshop

Materials:

Pens

Photocopies to be filled in by each participant

Time:

30 minutes

Aims:

To find out what changes the participants feel that the activities done in the workshop have brought about in them.

Carrying out the activity:

1. On ending a block of activities or the SCP workshop, the facilitator should ask each participant to think about the changes they have undergone during the workshop. These can be changes in expectations, impressions, motivation, knowledge, attitudes, abilities, etc.
2. While they are thinking, the facilitator gives each participant a sheet with 5 or 10 phrases beginning 'I used to think that...' and ending 'and now I think that...'
3. Leave some time for participants to fill in the phrases with the ideas that they have come up with.
4. Then go around the group asking each participant to read out the one or two phrases they feel are most important.
5. These changes are discussed with reflection on what has caused them.
6. If desired, participants can continue to read out ideas, either taking turns or volunteering, until the facilitator decides that enough time has been spent on the activity.
7. The facilitator should collect the sheets of paper for more in-depth analysis, assessing which of the objectives of the workshop, both expected and unexpected, have been attained.

Observations:

The activity can be expanded by asking the group how they could apply the knowledge and skills learned in their everyday life.



20. The bull's-eyes

Phase:

Evaluation of the workshop

Materials:

Printer paper or flipcharts

Thick markers

Broad masking tape

Time:

20 minutes

Aims:

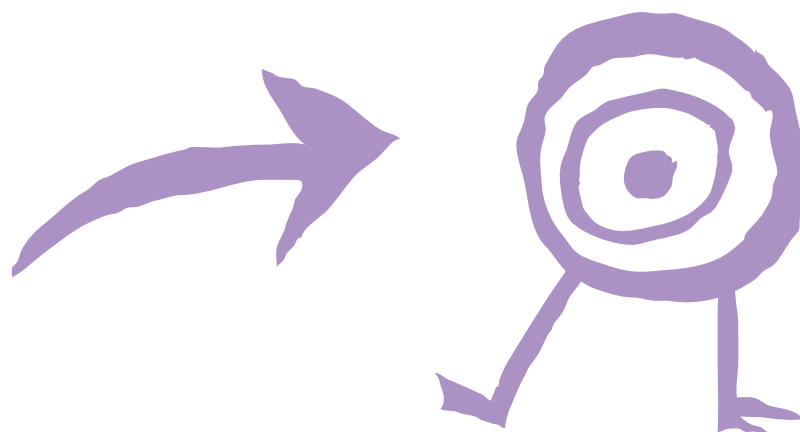
To collect participants' views in graphic format in a short time of specific aspects of the workshop.
 To find out participants' opinion on the workshop and to obtain information on how to improve it

Carrying out the activity:

1. Before the session, draw a number of bull's-eyes (4 or 5 are usually enough) on printer paper or flipcharts. The bull's-eyes should have 3 circles and should be approximately half a meter in diameter.
2. On completing the last session of the workshop, stick the bull's-eyes on a wall and place 10 or 15 markers on a nearby table.
3. Explain that each bull's-eye represents an aspect of the workshop that is to be assessed and each member of the group should mark this aspect on the bull's-eye with a dot (the closer to the centre, the better the evaluation).
4. Choose the aspects to be evaluated. First ask the group about what aspects they would like to evaluate, and if there are any aspects that seem important that are not mentioned, they should be suggested. Usually an evaluation is made of the methodology, length, content, participation, logistics, etc. Each aspect is written on a bull's-eye.
5. Then participants are told that they can stand up, take a marker and evaluate each aspect of the workshop. At this point it may be better for facilitators to leave to room to offer greater privacy.
6. After a certain amount of time, return to the room and ask participants to go back to their seats. First discuss the general vision that the group seems to have of the workshop by taking the overall visual appearance of the bull's-eyes as a group.
7. Then analyse each bull's-eye with the group, writing comments and suggested improvements below each bull's-eye.

Observations:

- It is a good idea to use compasses for each bull's-eye so that they are regular and uniform.
- If more elements come up that there are bull's-eyes, one can be divided into two, although try not to go beyond 6 aspects for evaluation.
- This technique is useful for making the final assessment of the SCP workshop.



4. Support materials

This section contains a series of support materials for each activity in chapter 3, with the exception of the activities in ‘Phase A. Start of the workshop’ and ‘Phase B. Evaluation of the workshop’, as

there are no support materials for these. The table below provides a checklist of activities and the materials for these.

Taller de CPS		
	Activities	Support materials
Phase A.	1. I like, I don't like	
	2. Get into groups	
	3. Two by two	
Phase B.	4. Seeking/bingo	IV.1. 'Seeking' IV.2. 'Bingo'
	5. Anything goes	V.1. List of phrases for 'Anything goes'
Fase C.	6. The story of a can	VI.1. The life cycle of a can of soft drink VI.2. The effects of consumption of a can of soft drink VI.3. The environmental impact of consumption based on the life cycle VI.4. Linear and circular models
	7. Labels	VII.1. Peters Map VII.2. The textile trade VII.3. Working conditions for those working in the textile sector
	8. With a critical eye	VIII.1. Text analysis VIII.2. Image analysis
	9. Advertising fights back	IX.1. An analysis of advertising IX.2. Marketing strategies used in advertising.
	10. Environmental role-playing game	X.1. Guidelines for setting up a role-playing game.
Phase D.	11. Texts for walking	XI.1. Perseverance to bring about change. XI.2. A watered-down party.
	12. Don't let them pull the wool over your eyes!	XII.1. Construction of a counter-advertising advert
	13. The shopping basket	XIII.1. Purchasing criteria XIII.2. Assessment of the environmental cost of a product
	14. Let's react	XIV.1. The 3 Rs: Reduce, Reuse, Recycle
	15. My personal commitment	XV.1. How to change a habit XV.2. Code of good practice for the responsible consumer
	16. Paint it green	XVI.1. Observation sheet for the greening of a space
Phase E.	17. The best and worst	
	18. Praise, criticism, suggestion	
	19. Then and now	
	20. Las Dianas	

Material IV: Seeking/Bingo

Sheet IV.1. Seeking



Find someone who...

Fill in this sheet. The same person cannot appear more than once.

1. ...has bought a new mobile phone this year
2. ...shops in markets or small shops rather than large supermarkets
3. ...has reused a product or packaging for another purpose
4. ...buys their vegetables directly from the producer/has a vegetable garden
5. ...has made or uses homemade soap
6. ...has taken their shoes to a cobbler to be repaired
7. ...can tell you about a social or environmental problem in their home region
What is it?
8. ...has a system for saving water or energy in their home
9. ...reads the label before buying a product
10. ...has more than 5 electronic appliances in their home
11. ...is prepared to pay more for a product if it is produced in conditions that are fairer for producers and better for the environment
12. ...usually gets about on foot
13. ...reuses old paper in their home
14. ...has tried Fair Trade products
15. Which one/ones?
16. ...separates the waste (plastic, glass, paper, etc.) in their home

Material IV: Seeking/Bingo

Sheet IV.2. Bingo



Find someone who...

Fill in this sheet. The same person cannot appear more than once.
When you have filled in all the spaces, shout BINGO!

...has made or uses
homemade soap.

...buys their
vegetables directly
from the producer/has
a vegetable garden.

...has reused a
product or packaging
for another purpose.

...has bought a new
mobile phone this
year.

...has a system for
saving water or energy
in their home.

...can give you the
name of a brand that
they like.

Which one?
Why?

...separates the waste
(plastic, glass, paper,
etc.) in their home.

...has tried Fair Trade
products.

Which one/ones?

...reuses old paper in
their home.

...can tell you the first
advert that comes into
their head.

Which is it?

...usually gets about
on foot.

...can tell you where
they usually buy their
clothes.

Where?

...has more than 5
electronic appliances
in their home.

...is prepared to pay
more for a product
if it is produced in
conditions that are
fairer for producers
and better for the
environment.

...can tell you their
favourite drink.

What is it?

...can tell you
about a social or
environmental
problem in their home
region.

What is it?

MATERIAL V: Anything goes

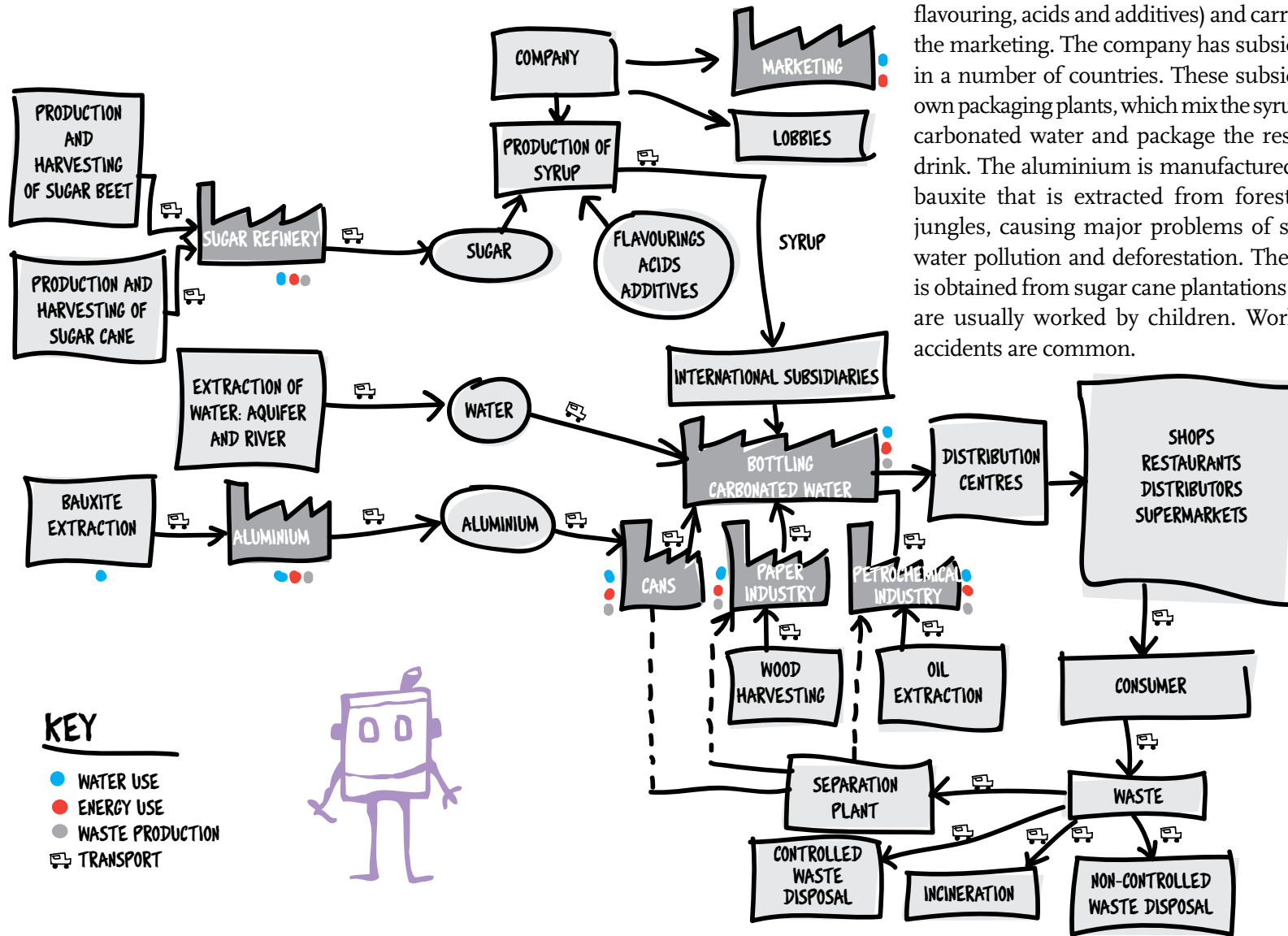
Sheet V.1. List of phrases for 'Anything goes'

A list is provided to help participants to reflect on specific aspects, but phrases can be removed during the workshop if participants have already debated the topic in question. The phrases can be adapted to the level and real-life situation of the group/class. Comments are given in italics in brackets to provide guidance to the facilitator about the topic on which the phrase is intended to encourage reflection.

1. Science and technology will solve the problems of pollution and scarcity of resources. (*If the current situation continues it will be essential to rethink the majority of human activities. Science can play a critical role in designing industrial processes that have a lesser environmental impact, but it can't work miracles.*)
2. I am more concerned by poverty than environmental destruction. (*The environmental crisis is also a social crisis—environmental problems are always either the cause or the effect of social problems. The environmental crisis is caused by an unsustainable development model that focuses on the economy and not on people.*)
3. If I had to decide between progress in a particular area and the protection of the environment, I would choose progress. (*The same idea—real progress is impossible without environmental protection.*)
4. It is companies that should be made to take environmental protection measures. (*The majority of changes made by companies have been the result of pressure from consumers—everyone is responsible: companies, consumers and governments.*)
5. The pollution produced by individuals is greater than the pollution produced by industries. (*Yes, if we take into account the indirect/invisible consumption of materials and energy, waste, transport, etc.*)
6. The quality of food is better now than it was at the time of my great-grandparents. (*Most foods today contain POPs, persistent organic pollutants.*)
7. The Northern countries produce far more pollution than the Southern countries. (*The level and speed of consumption is greater in the Northern countries and there is greater consumption of packaged products and products with more packaging. Energy usage is much higher—petrol, electricity, etc.; to compensate, there are usually selective waste collection and recycling schemes in place that do not exist in Southern countries. Introduce the concept of the ecological footprint and the differences between countries.*)
8. The environmental situation will only improve when governments put stricter measures in place. (*As individuals we often think the ball is in someone else's court and that we cannot do anything alone, that governments have to legislate, prohibit, force and fine... Everything requires both individual and global solutions. The focus again is on our responsibility as global citizens.*)
9. I do not think there is much point in reducing my consumption of electricity or water when other places waste so much. (*As consumers we have a great deal of power to change things (examples may be given). Doing something is always helpful, and even if other people do not join in with our actions, it is still our responsibility.*)
10. It is perfectly fine to upgrade our computer or mobile phone every year. By making frequent purchases we stimulate the economy and support job creation. (*We can support an economy with less of an environmental impact by investing in products and services that are more respectful of the world in general. Plus, mobile phones and other electronic appliances are difficult to recycle, their manufacture has a major environmental impact and they contain POPs that are difficult to eliminate over time. E.g. the ecological rucksack of a mobile phone is 75 kg, while for a PC it is 1500 kg.*)
11. I would like to do more to look after the environment, but I do not have enough information. (*Sound out whether they feel that they are lacking information concerning SC or not.*)
12. The media decide what and how we consume. (*If the majority say no, ask them which of you consume Coca-Cola? We consume it because of the advertising.*)
13. I am prepared to change my lifestyle if by doing that I reduce my impact on the environment. (*Find out whether the group is sympathetic to or open to responsible consumption.*)

MATERIAL VI: The story of a can

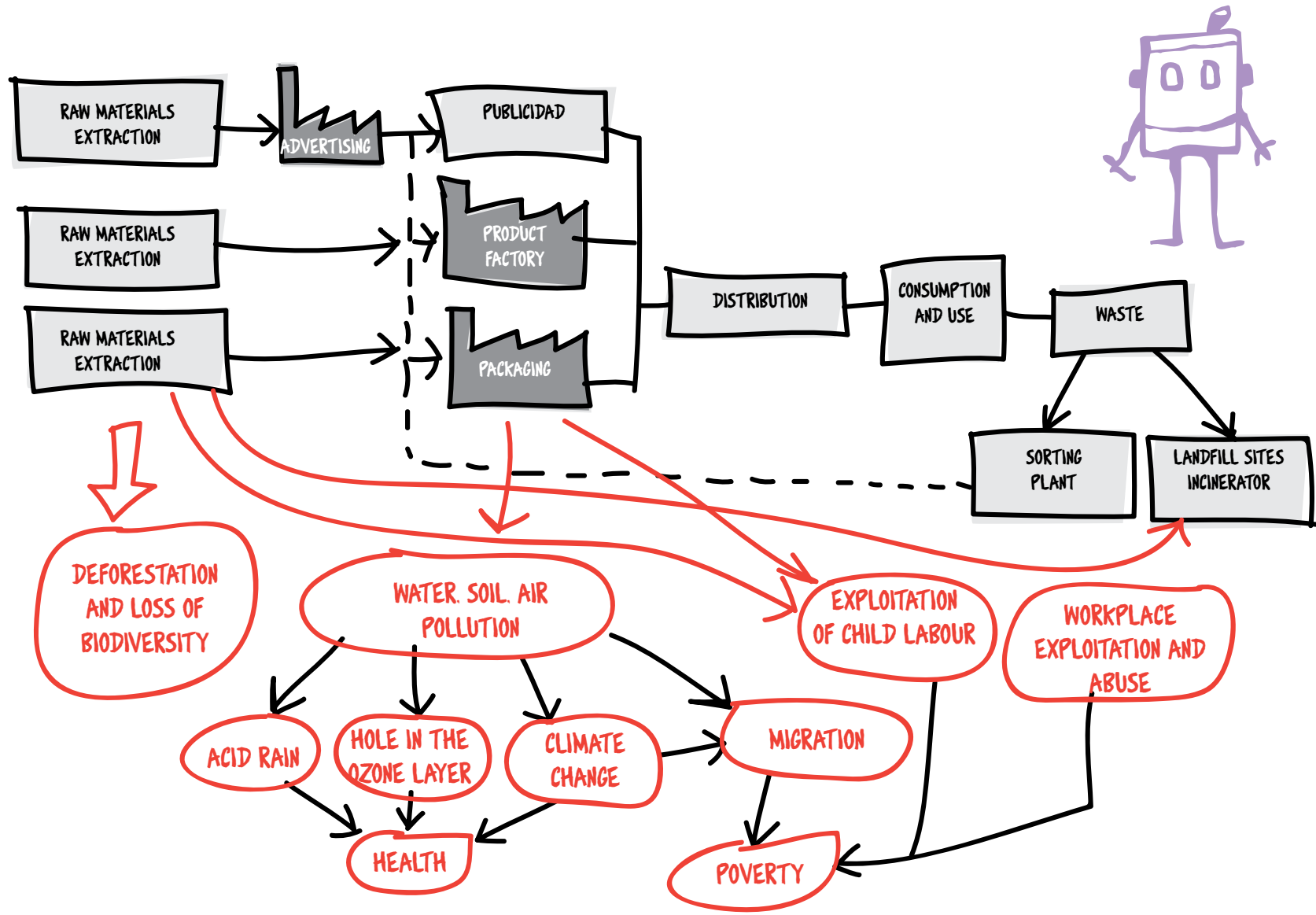
Sheet VI.1. The life cycle of a can of soft drink



In the example used, the company that owns the brand of drink produces the syrup (sugar, flavouring, acids and additives) and carries out the marketing. The company has subsidiaries in a number of countries. These subsidiaries own packaging plants, which mix the syrup with carbonated water and package the resulting drink. The aluminium is manufactured from bauxite that is extracted from forests and jungles, causing major problems of surface water pollution and deforestation. The sugar is obtained from sugar cane plantations which are usually worked by children. Workplace accidents are common.

MATERIAL VI: The story of a can

Sheet VI.2. The effects of consumption of a can of soft drink



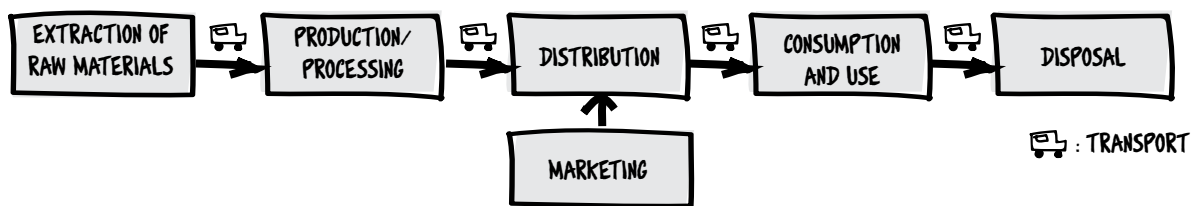
MATERIAL VI: The story of a can

SHEET VI.3. The environmental impact of consumption based on the life cycle

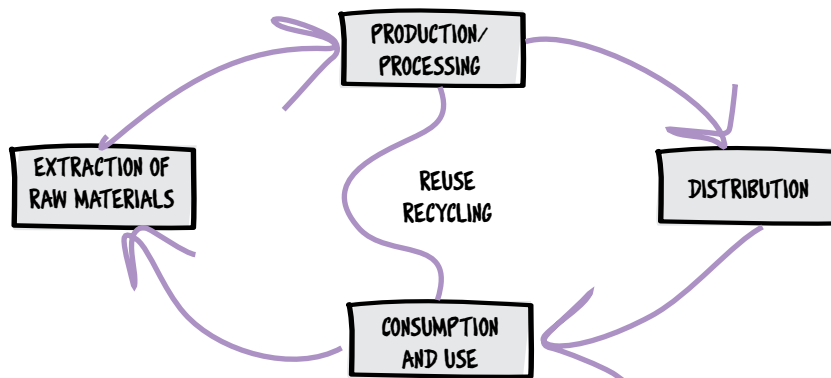
PHASE OF PRODUCTION	PROCESSES AND ACTIONS	ENVIRONMENTAL c CONSEQUENCES
RAW MATERIALS	Extraction of products	<ul style="list-style-type: none"> - Exhaustion of resources - Deforestation - Water and air pollution - Alteration of the landscape
TRANSPORT	Energy consumption	<ul style="list-style-type: none"> - Exhaustion of resources - Air pollution - Climate change
PROCESSING	Energy and water consumption, production of chemicals and waste	<ul style="list-style-type: none"> - Large-scale water consumption and pollution - Deforestation - Acid rain - Air pollution - Alteration of the landscape
PRODUCT SALES	Packaging in paper, plastic or aluminium	<ul style="list-style-type: none"> - Exhaustion of resources - Deforestation - Water and air pollution
DISPOSAL	Solid waste	<ul style="list-style-type: none"> - Soil, water and air pollution

SHEET VI.4. Linear and circular models

Linear model 'from the cradle to the grave'



Circular model 'from cradle to cradle'



MATERIAL VII: Labels

Sheet VII.1. Peters Map⁴

Traditionally since 1569, when the geographer Mercator first drew the maps that have been used up to now, we have been accustomed to a type of map with the following characteristics:

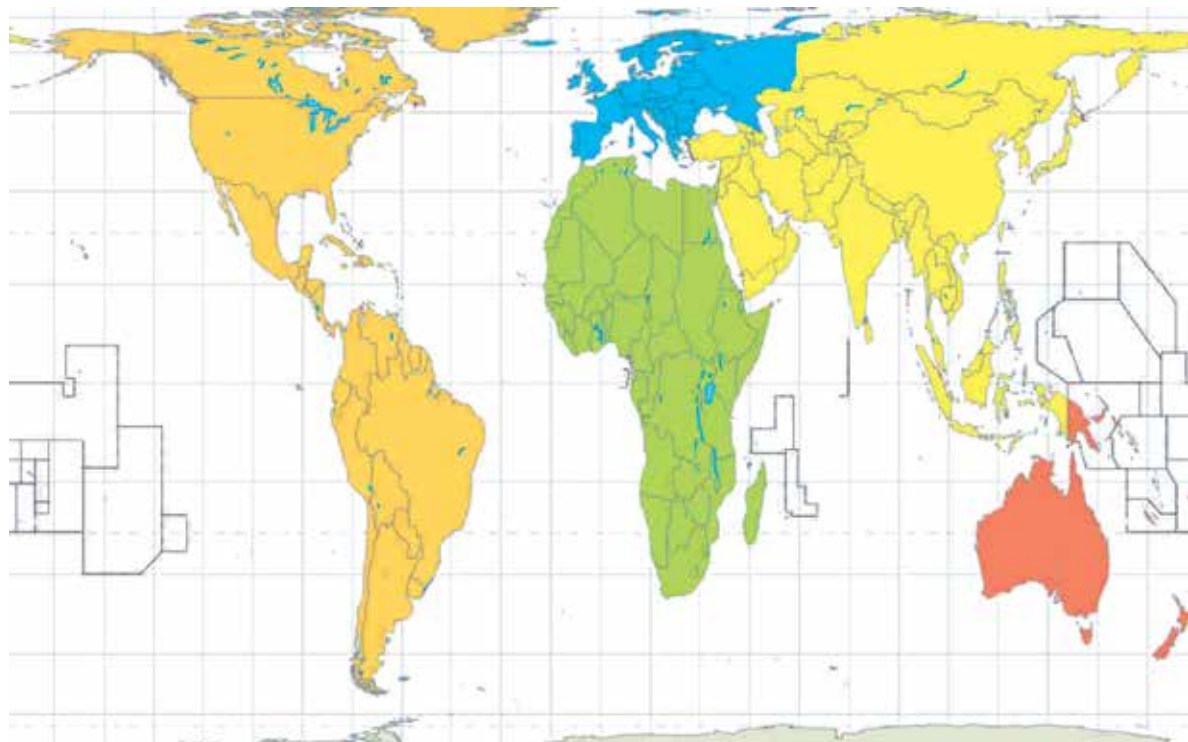
- Distortion of the areas furthest from the equator.
- Europe is shown as the geographical centre of the world.
- The map exaggerates the size of the northern hemisphere and positions the equator line considerably below the centre of the planisphere.

The German cartographer Arno Peters wanted to correct this image of the world and in

1974 he produced a new map of the world that:

- Respects the real surface area of each territory, enabling reliable comparisons to be made.
- Both hemispheres occupy the same area and each continent is shown in its correct place.
- All of the regions of the earth are represented.

This map is very helpful in teaching situations as it helps us to overcome Euro-centric attitudes. It invites us to reconsider our concept of the relations between peoples and encourages a more egalitarian, fairer vision of solidarity, restoring each country to its rightful place on the map and in the world.



4. Text taken from the SETEM North-South Programme, Materiales de Secundaria 35-51. PDF, available at: <http://www.nortesur.org/materiales.htm> and on the course memory stick (North-South Programme).

MATERIAL VII: Labels

Sheet VII.2. The textile trade⁵

It is the multinationals in the textile industry that decide on productivity or workload, prices, quality, the designs of items of clothing, etc., although a number of different actors are involved in the process: the individuals who manufacture the clothing anywhere around the world, the owner of the company that contracts them, the multinational company and consumers.

However, the chain does not start or end here and we can go further. For example, we can consider:

- What type of textile fibres are the garments we are wearing at the moment made from (natural or artificial)?
- How were they produced (did the process involve chemical fertilisers or waste)?
- What has the environmental impact of this type of production been?

We can also consider:

- How the item was produced—in a workshop subcontracted by a multinational company?
- Where was the item manufactured? In a factory? In an informal workshop? At home by workers subcontracted for piecework?

If productivity is put before piecework and homogeneity before quality and variety of designs, in general production processes are used for items in places where production costs (labour and fiscal costs) are lower and the work is subcontracted, a process in which the company that has been contracted to manufacture a product transfers this obligation to a third party.

The consequences of this approach to the textile

trade mean that a wide variety of situations exist in this industry: exploitation, informal work, child labour... ultimately, this is a production chain in which human rights are systematically violated.

However, this situation of human and labour rights violations in certain countries where legislation is more flexible is made worse by the demands of multinational companies to satisfy their specific supply method:

- 'Just-in-time' production. This process imposes very short delivery times on suppliers for their merchandise. Suppliers usually use a number of measures to meet the requirements of 'just-in-time' production imposed by multinational companies. These include increased overtime (nightshifts and weekends), the use of informal or temporary workers (staff are contracted purely to meet the delivery deadline for an order) and subcontracting, as mentioned above.
- The use of 'just-in-time' methods leads to 'fast fashion', which means that as well as reducing the delivery time of orders, there is also a reduction in the size of the orders themselves so as to respond to the constantly



Women sewing in their homes. India, 2009
© Ankur Ahuja/Clean Clothes Campaign



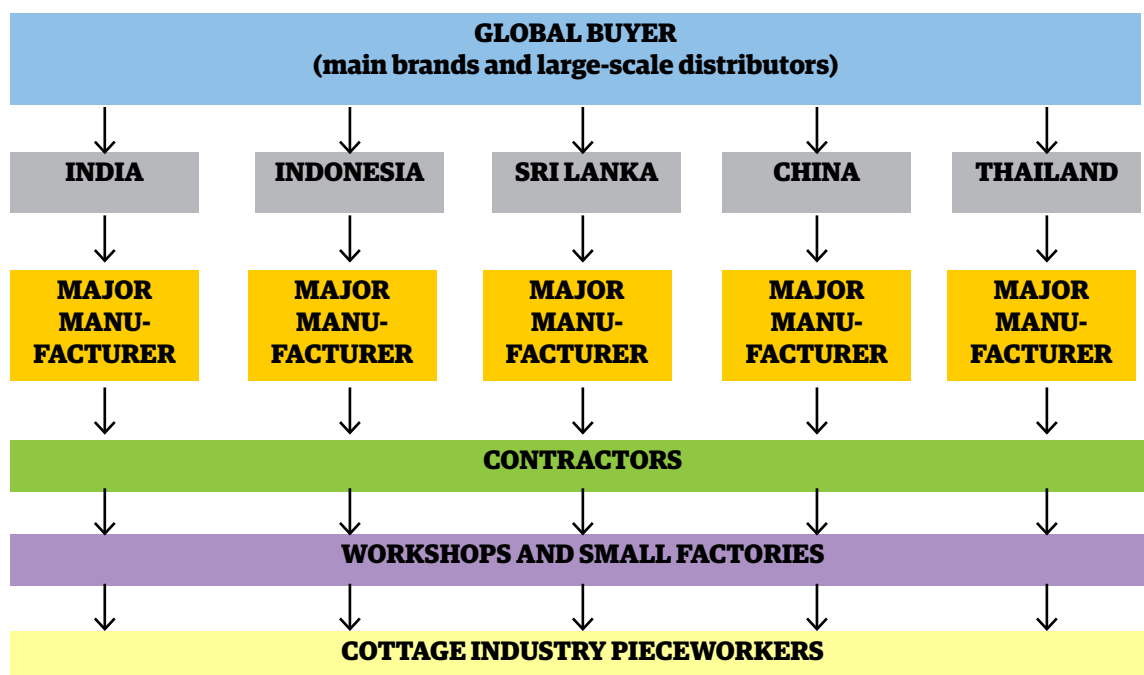
changing demand for fashion trends and therefore meet the call from consumers to have the 'latest fashions'.

- Another of the factors to be highlighted is the 'cheapest' factor, which also emerges from 'just-in-time' supply practices.

By making use of these practices, multinational companies aim among other things to perpetuate the power that they

have over suppliers based on the continual threat of shifting production elsewhere should the supplier fail to meet deadlines. This encourages and increases competition between suppliers of textile products themselves, who subsequently transfer all of the pressure under which they find themselves onto their workers. This feeds into a vicious circle of continued violations of workers' labour rights.

Global supply chain in the textile manufacturing sector



Source: Author's own compilation, based on Merk (2010)

MATERIAL VII: Labels

Sheet VII.3. Workplace conditions for those working in the textile sector

Responsabilidad social y miseria, ¿conceptos contradictorios?⁶

5 October 2009. Albert Sales i Campos. SETEM – Clean Clothes Campaign

The 'delocalisation' of production of clothing and textile products has turned Southeast Asia into the world's most important textile manufacturing centre. Most of the clothing and footwear sold in the stores of major international firms and in European supermarkets come from Asian factories.

During this 'delocalisation' process, trade unions and international organisations including the Clean Clothes Campaign have repeatedly criticised the exploitative conditions to which workers in textile workers and factories are subjected, not only in Asia but also in Central America, North Africa, Turkey and other areas in which the fashion industry has 'flourished'.

Towards the end of the 1990s, public pressure and a number of scandals brought international firms to respond to these criticisms by developing social corporate responsibility policies. The industry argues that insufficient inspections of the working conditions in producer countries prevent multinational companies from monitoring conditions in the workshops used by their suppliers. Taking this into account, the major companies have developed workplace codes of conduct to be applied to the workshops and factories in which their articles are produced and they have designed systems to monitor compliance with these codes.

These responsibility policies have been heavily criticised by movements supporting workplace rights and by trade unions. The basis for this criticism is the argument that transferring social responsibility to these smaller suppliers ignores the fact that the huge profits enjoyed by international companies and the great pressure that they can exert on their suppliers are specifically based on the constant threat of delocalisation and on the competition



among workers throughout the world to offer international investors the lowest production costs.

Over 20 years of CSR have not been enough to put an end to the miserable situation for workers in the textile industry, and although other factors are more often subject to debate, salaries are a specific and paradigmatic example of the failure of CSR, alongside the absence of real concern for the wellbeing of the millions of workers in this industry.

The average salary of a female textile worker in Asia is around 2 dollars per day. This working day, which in theory lasts 8 hours, is usually up to 12 hours long and during peaks in the workload it can be over 14 hours. Although prices in Bangladesh, India and China are lower than in Europe and the USA, organisations and trade



unions calculate that to offer similar purchasing power to the average Western worker, the salary of a Bengali worker should be around 8 dollars per day.

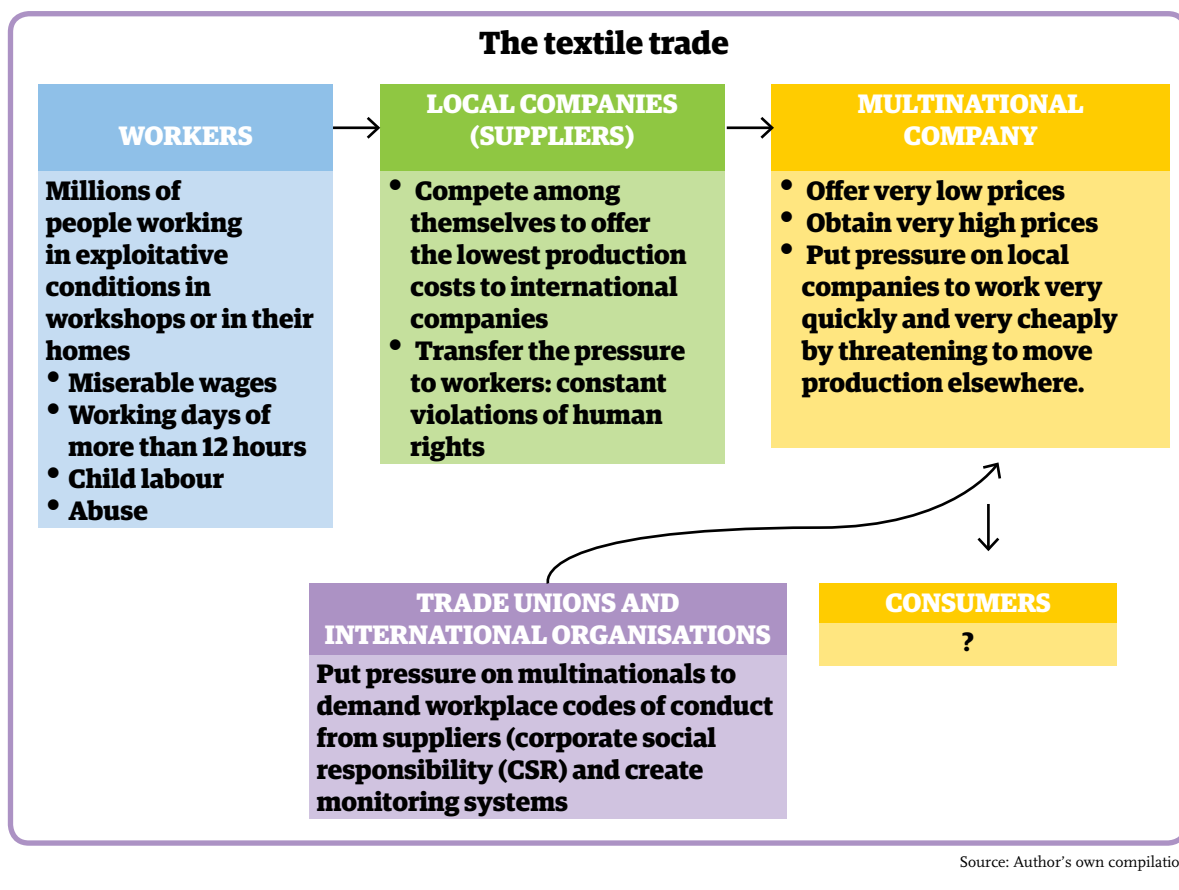
The economies of scale that enable the distribution giants to offer their clients extremely low prices while they make vast profits are subsidised by millions of people working in exploitative conditions for miserable salaries. These conditions can be imposed on workers due to the desperate situations of the workers and their families.

In times of crisis when most families around the world cut back on their spending, it is not unreasonable to be concerned about the price increases that would result from paying workers in Asia a living wage. However, labour costs represent just 3% (at the very most) of the



Textile factory. India, 2000

price of the clothing sold in Europe. If current salaries were to be doubled, consumers would pay approximately €0.60 more for a T-shirt that costs €20.



MATERIAL VIII: With a critical eye

Sheet VIII.1. Text analysis

One of the texts traditionally used to encourage reflection on sustainable development is the letter written by Chief Seattle which is given below. Due to the length of the letter, it is useful to choose a section of it for its analysis.

Environmental letter from chief seattle to Franklin Pierce, President of the United States of America

In 1854, the Great White Chief of Washington made an offer to buy a large area of Native American land, promising to create a 'reservation' for the indigenous people. The response from Chief Seattle, published here in full, has been described as the most beautiful and most profound declaration about the environment ever made.

How can you buy or sell the sky, the warmth of the land? The idea is strange to us.

If we do not own the freshness of the air and sparkle of the water, how can you buy them?

Every part of this earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is holy in the memory and experience of my people. The sap which courses through the trees carries the memories of the red man.

The white man's dead forget the country of their birth when they go to walk among the stars. Our dead never forget this beautiful earth, for it is the mother of the red man. We are part of the earth and it is part of us. The perfumed flowers are our sisters; the deer, the horse, the great eagle, these are our brothers. The rocky crests, the juices in the meadows, the body heat of the pony, and man—all belong to the same family.

So, when the Great Chief in Washington sends word that he wishes to buy land, he asks much of us. The Great Chief sends word he will reserve us a place so that we can live comfortably to ourselves. He will be our father and we will be his children. So we will consider your offer to buy our land. But it will not be easy. For this land is sacred to us.

This shining water that moves in the streams and rivers is not just water but the blood of our ancestors. If we sell you land, you must remember that it is sacred, and you must teach your children that it is sacred and that each

ghostly reflection in the clear water of the lakes tells of events and memories in the life of my people. The water's murmur is the voice of my father's father.

The rivers are our brothers, they quench our thirst. The rivers carry our canoes, and feed our children. If we sell you our land, you must remember, and teach your children, that the rivers are our brothers, and yours, and you must henceforth give the rivers the kindness you would give any brother.

We know that the white man does not understand our ways. One portion of land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother, but his enemy, and when he has conquered it, he moves on. He leaves his father's graves behind, and he does not care. He kidnaps the earth from his children, and he does not care. His father's grave, and his children's birthright, are forgotten. He treats his mother, the earth, and his brother, the sky, as things to be bought, plundered, sold like sheep or bright beads. His appetite will devour the earth and leave behind only a desert.

I do not know. Our ways are different from your ways. The sight of your cities pains the eyes of the red man. But perhaps it is because the red man is a savage and does not understand.

There is no quiet place in the white man's cities. No place to hear the unfurling of leaves in spring, or the rustle of an insect's wings. But perhaps it is because I am a savage and



do not understand. The clatter only seems to insult the ears. And what is there to life if a man cannot hear the lonely cry of the whippoorwill or the arguments of the frogs around a pond at night? I am a red man and do not understand. The Indian prefers the soft sound of the wind darting over the face of a pond, and the smell of the wind itself, cleaned by a midday rain, or scented with the pinion pine.

The air is precious to the red man, for all things share the same breath—the beast, the tree, the man, they all share the same breath. The white man does not seem to notice the air he breathes. Like a man dying for many days, he is numb to the stench. But if we sell you our land, you must remember that the air is precious to us, that the air shares its spirit with all the life it supports. The wind that gave our grandfather his first breath also receives his last sigh. And if we sell you our land, you must keep it apart and sacred, as a place where even the white man can go to taste the wind that is sweetened by the meadow's flowers.

So we will consider your offer to buy our land. If we decide to accept, I will make one condition: The white man must treat the beasts of this land as his brothers.

I am a savage and I do not understand any other way. I've seen a thousand rotting buffaloes on the prairie, left by the white man who shot them from a passing train. I am a savage and I do not understand how the smoking iron horse can be more important than the buffalo that we kill only to stay alive.

What is man without the beasts? If all the beasts were gone, man would die from a great loneliness of spirit. For whatever happens to the beasts, soon happens to man. All things are connected. You must teach your children that the ground beneath their feet is the ashes of your grandfathers. So that they will respect the

land, tell your children that the earth is rich with the lives of our kin. Teach your children what we have taught our children, that the earth is our mother. Whatever befalls the earth befalls the sons of the earth. If men spit upon the ground, they spit upon themselves.

This we know: The earth does not belong to man; man belongs to the earth. This we know. All things are connected like the blood which unites one family. All things are connected.

Whatever befalls the earth befalls the sons of the earth. Man did not weave the web of life: he is merely a strand in it. Whatever he does to the web, he does to himself.

Even the white man, whose God walks and talks with him as friend to friend, cannot be exempt from the common destiny. We may be brothers after all. We shall see. One thing we know, which the white man may one day discover, our God is the same God. You may think now that you own Him as you wish to own our land; but you cannot. He is the God of man, and His compassion is equal for the red man and the white. This earth is precious to Him, and to harm the earth is to heap contempt on its Creator.

The whites too shall pass; perhaps sooner than all other tribes. Contaminate your bed, and you will one night suffocate in your own waste.

But in your perishing you will shine brightly, fired by the strength of God who brought you to this land and for some special purpose gave you dominion over this land and over the red man. That destiny is a mystery to us, for we do not understand when the buffalo are all slaughtered, the wild horses are tamed, the secret corners of the forest heavy with scent of many men, and the view of the ripe hills blotted by talking wires. Where is the thicket? Gone. Where is the eagle? Gone. The end of living and the beginning of survival.

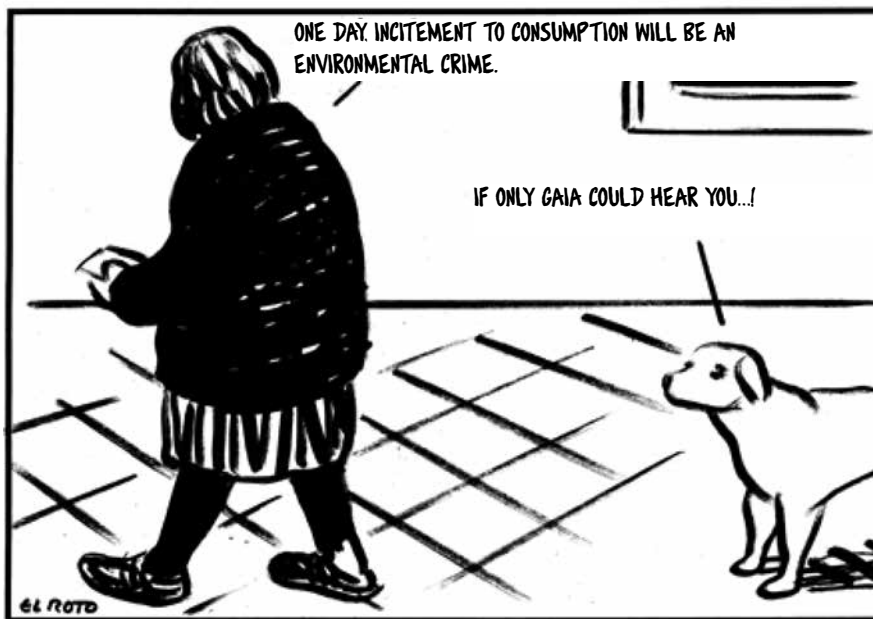
MATERIAL VIII: With a critical eye

Sheet VIII.2 Image analysis

3 images are shown that can be used to stimulate reflection on environmental and social values linked to consumption, along with a number of questions that can be handed out on a sheet to help participants reflect.

Questions to encourage the analysis of the images shown:

- How do you feel when you see this image?
- What message do you think the image transmits?
- What do you think about this?
- What can you do about it?



Source: Nuclear Waste Platform



Source: ConsumeHastaMorir

MATERIAL IX: Advertising fights back

Sheet IX.1. An analysis of advertising⁷

Modern-day society is based on consumption. The abundance of merchandise means that companies need to sell and along with product quality, one of the factors that increase sales is **advertising**. Advertising makes the capital that is the basis of the market economy circulate more quickly.

Advertising is therefore a **communication technique** that stimulates and **persuades** consumers to **purchase the products** of a specific brand. It also **transmits** specific ways of looking at life. This is its most dangerous facet: the **advertising industry influences** the way we **think** and **act**, shaping our **tastes** and pushing us to consume.

We can think about four **types of advertisement**:

- Presentation: these explain the characteristics of the product.
- Qualification: these explain the benefits offered by the product.
- Comparative: these compare the product with competing products.
- Presentation of the brand or slogan.

Those seeing the advertisement experience two sensations: firstly we take in the information and learn of the existence of the product and its characteristics, and then we make a second **unconscious** reading of the advert based on the composition of the **images**, the **values** they transmit and the **impact** they have on us.

Effective advertisements are based on 4 steps:

- Attention: attracting the attention of the potential consumer.
- Interest: arousing their interest in the product.
- Desire: causing desire and the need to consume the product.
- Action: making the consumer purchase the product.

Advertising is a reflection of our consumerist, materialistic and hedonistic society. It **creates needs** in order to sell products that supposedly offer the solution to the problem: products that

promise happiness, success, beauty, youth, freedom, power, security...

Certain 'promised' **values** that are frequently used in advertising are:

- Happiness, desire to imitate, identification with the people who appear in adverts and who arouse our admiration. We want to be like them, to be as attractive or important as they are, and we can reach the point where we believe that we will achieve this by consuming their products. The fact that a famous person endorses a product gives us a certain confidence in its quality.
- Competitiveness, the desire to do better, prestige, power, future... Adverts that inspire the need to stand out, to be better than the rest.
- Success (social and sexual), strength, aggressiveness. Adverts want to convince us of the need to be aggressive and dominant in order to succeed in our personal relations. They suggest that their product will make us this way.
- Youth, freedom, risk, humour. Dynamism and activity with which young people in particular identify. The advert achieves this by projecting images that imply great speed.
- Eroticism, beauty. The female body is presented as just another object of desire to be consumed. Its attraction can be used to sell anything. It acts as a statement of sexual attraction (young, sensual, beautiful, worldly, etc.) or as a symbol of the self-sacrificing mother and housewife, making her family happy. It is also increasingly used as a siren song to men, who are reflected as virile, attractive, refined, strong and well-regarded.
- Modernity, comfort, luxury, elegance, a desire for possession. The image is intended to reflect a certain lifestyle that we aspire to achieve.
- Hygiene as the be-all and end-all. They provoke an obsessive need for cleanliness.
- Consumerism. We are united as consumers. Some adverts suggest that to obtain



someone's affection, we must consume a certain product. Adverts play with the feelings of the individual.

Using all of these stereotyped values, advertisers invent inexistent qualities for products that they then put on display in order to seduce, attract and capture all types of consumers.

In contrast, advertisements do not promote effort, sacrifice, savings, authority, chastity, solidarity, humility, acceptance of failure and pain, etc.

Some **questions** that can be asked to help analyse the messages of advertising are:

- According to this advert, what does the product advertised **offer**?
- What **personal needs** will the consumption of this product supposedly satisfy?
- Does it talk about **personal qualities** that you would like to have?
- Does it suggest **real and possible** things that we will attain if we consume the product?
- How does it **attract the attention**? (Famous faces, element of surprise, etc.) Does it aim to convince the consumer using reason, or to seduce?
- What are the **values and stereotypes** used as a lure or displayed in the advert? How does it present them? Is a cause-effect relationship established with the product?



MATERIAL IX: Advertising fights back

Sheet IX.2. Marketing strategies used in advertising⁸

Here are some of the advertising strategies that are used most by companies:

1. Half the promise

Advertising promotions without indicating the restrictions clearly.



2. The 'no strategy' strategy

Appearing not to be guided by any strategy so that consumers think there is no trickery and that the product is presented just as it really is.



3. The independent authority

The message uses an authority for support: a person or official body specialising in the type of product.



5. The lure of sex

Used a great deal since the 1960s, particularly focused on the male target.



8. Text based on ConsumeHastaMorir. January 2007, available from <http://www.cederron.org>, text 3.6. Estrategias publicitarias.pdf

6. Charitable advertising

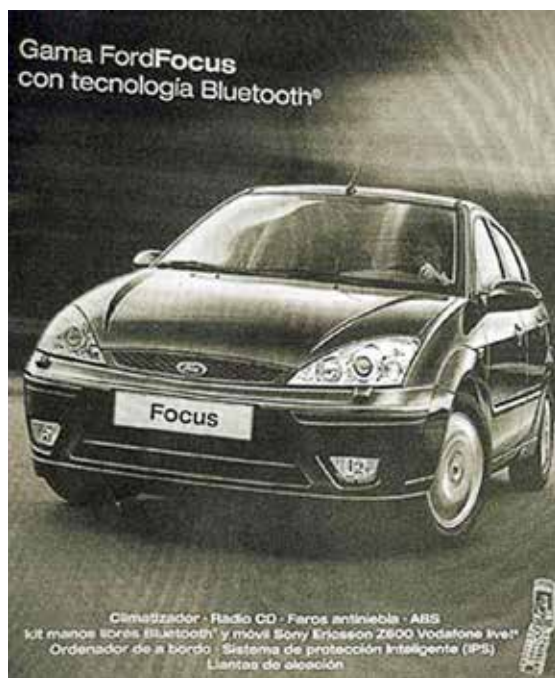
Using humanitarian values as a lure.

This is a strategy used mainly by NGOs and charities, but brands have also begun using it.



8. Technological positivism

Using the technological novelty of the product as a hook, assuming that technological advances always provide huge advantages to the consumer (whatever their real usefulness may be).

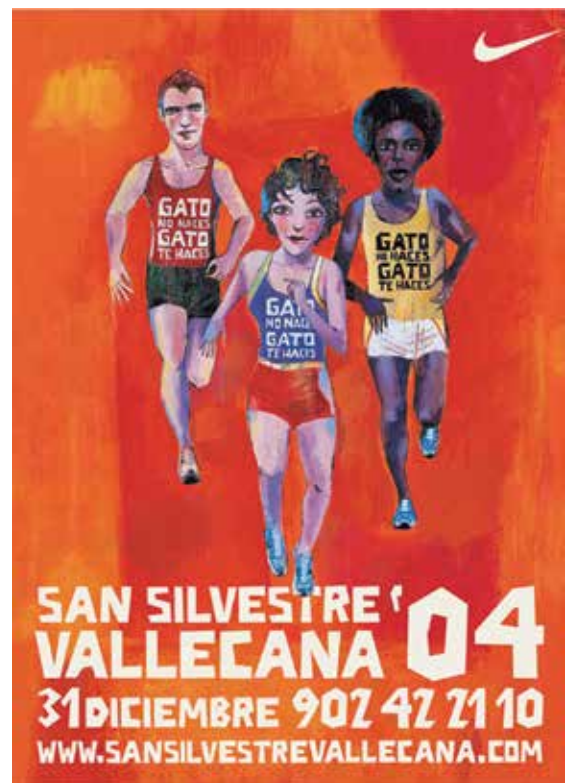


7. Mystery

Generating expectations through mysterious adverts, creating a trail that people want to follow and discover.



...A few weeks later, the city is covered in posters announcing the event.



9. Medicinal foods

Foods that offer major health benefits and are even medicinal remedies.



Others have slimming properties.



10. Sponsorships and games

These are common in the world of sport and leisure. They involve campaigns with increasingly large resources, merchandising products, websites and large-scale public events.



This website is part of a Nike campaign aimed at children and adolescents to make them consumers of the brand's sports products. The website gathered their personal details, using as a hook the chance to be chosen for a football team by a discerning 'recruitment officer'.

MATERIAL X: Environmental role-playing game

Sheet X.1. Guidelines for setting up a role-playing game

1. Create a general framework of reference for players and for the game (map of the area, description of the starting social situation).
2. Define the problem or situation to be acted out and the element that is to change within the base situation and that is the cause for debate (construction of a hotel, motorway, etc.), simplifying the reality to ensure that it can be handled easily by the players.
3. Design instruments to present the game and the issue to participants: newspaper article, video, explanatory map, report from a group of technical experts, etc.
4. Define the context in which the game is to take place: meeting in the town hall, school council, etc.
5. Define the characters (groups representing the different interests or attitudes to the problem) to be involved in the debate and produce cards with basic information on their position and arguments of reference that will help participants in the discussion.
6. Specify how the discussion process is to be carried out and how the game is to conclude (with a final vote, consensus, etc.)
7. Draw up a list of questions to make the subsequent group session more dynamic and to encourage reflection on the role-playing game.
8. Create a script for the facilitator that lays out the instructions for the game clearly: description, necessary materials, dynamic of the game, group session.



MATERIAL XI: Texts for walking⁹

Sheet XI.1. Perseverance to bring about change

Once upon a time, a man was walking along a deserted beach at dusk. As he walked, he could make out a girl in the distance. As he got closer, he saw that the girl kept bending down, picking something up and throwing it in the water. Again and again she threw things into the ocean.

As he got closer, our friend saw that the girl was collecting starfish and putting them back in the water. Our friend was very surprised. He walked up to the girl and said, *Hello, what are you doing?*

The girl answered, *I'm putting these starfish back in the sea. You see, the tide is low at the moment and they were left on the shore. If I don't throw them back into the sea, they will die here from lack of oxygen.*

I see, responded the walker, *but there must be thousands of starfish on this beach, it would be impossible to throw them all back in. Don't you see that nothing is going to change?*

The girl smiled, bent down and, picking up another starfish to throw it back into the sea, answered, *Something will change for that starfish.*

Sheet XI.2. A watered-down party

It was the 100th anniversary of the village and its few but enthusiastic inhabitants had decided to throw a small, intimate party in parallel to the official celebration.

About 1,000 people were to be at the party and there was to be something very special about it. The village was known for producing excellent homemade wine. All of the inhabitants knew the secrets of its production and they had all agreed that each person was to bring a single bottle containing their wine, a glass and their dancing shoes!

The wine was to be poured into a large basin from which every guest could help themselves. However, one of the inhabitants of the village thought, *One thousand people are bringing wine. If*

I bring a bottle of water nobody will notice and I will save myself some work.

The day of the party arrived and was met with great confusion and consternation when it became clear that there was more water than wine in the basin. What could have happened? More than one person had had the same idea as 'crafty' Joe.

The party was ruined because a few people thought that their contribution would be lost among so many other contributions.

We often think that what we do goes unnoticed and we do not realise that the work of each and every one of us is essential and that the general result is the sum of individual actions.

Let's not follow in Joe's footsteps, let's give our best without expecting a reward.

MATERIAL XII: Don't let them pull the wool over your eyes!

Sheet XII.1. Construction of a counter-advertising advert¹⁰

This will be done by using the technique of looking for graphic ideas:

- Firstly we should decide **whom** we want to reach, making a list of possible targets.
- Then we should outline the **general ideas** to be transmitted to these target groups. These are the **core ideas** on which the advert should be based.
- The **key concepts** should then be developed from these general ideas (two or three are enough). For example: From the idea 'The current consumption model is socially

and environmentally unsustainable' we can take the concepts 'consumerism' and 'unsustainable'.

- We then use the **relational technique**. First we should complete the table below as a group, using the key concepts. Each of the individuals participating in the process completes a box without thinking about it too much, entering the first thing that comes into their head. Let's see an example using the concepts given above (we are not looking for obvious answers, in fact the opposite is the case):

1. What situation does the concept remind you of?	2. What object does the concept remind you of?	3. What phrase does the concept remind you of?	
1A. Supermarket shopping	2A. Shopping trolley	3A. 'Your cigarettes, please'	A) CONSUMERISM
1B. An oil spill in the sea	2B. Hamster wheel	3B. 'You've dug your own grave'	B) UNSUSTAINABLE

- Now we look at the **relationship between the ideas** that have come up, joining each box to the others to look for **graphic ideas** (such as an image or an action) that transmits what we are aiming for, in this order: 1A with 1B, 2B and 3B; 2A with 1B, 2B and 3B; 3A with 1B, 2B and 3B.

1. What situation does the concept remind you of?	2. What object does the concept remind you of?	3. What phrase does the concept remind you of?	
1A. Supermarket shopping	2A. Shopping trolley	3A. 'Your cigarettes, please'	A) CONSUMERISM
1B. An oil spill in the sea	2B. Hamster wheel	3B. 'You've dug your own grave'	B) UNSUSTAINABLE

- Collect the ideas that emerge and **choose the idea** that seems most interesting and attractive.
- Then all that remains is to **polish** the idea as a full group. For example, if in the first table

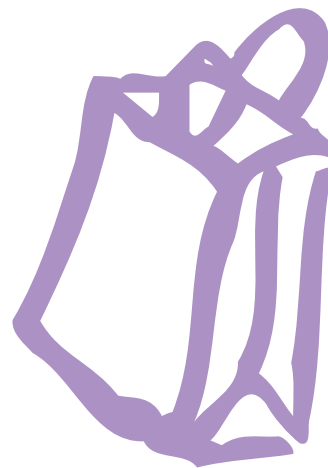
above 2A with the concept of 'consumerism' (shopping trolley) is linked to 3B with the concept of 'unsustainable' ('You are digging your own grave'), the idea emerges of a shopping trolley-grave with a cross on top.

MATERIAL XIII: The shopping basket

Sheet XIII.1. Purchasing criteria¹¹

What should we take into account when buying things?

- Give preference to **locally produced foods** as this reduces unnecessary transportation and supports the sustainability of local production.
- Eat **seasonal foods**.
- Eat foods grown using **organic farming** as these are produced in a way that ensures the sustainability and biodiversity of ecosystems. This preserves the condition of the soil, treating pests and blights in a sustainable form by using natural techniques. It also encourages the coexistence of traditional plant varieties. In addition, it is better for the health of the workers in the field as they are not contaminated with the same level of toxins as those that are used indiscriminately in traditional farming.
- Ensure that foods are **free of GMOs**, given the unknown effects that these have on health, the ecosystem and rural communities.
- Choose foods with less **packaging and wrapping**. Avoid packaging that is difficult to reuse and recycle such as plastics, polystyrene trays and aluminium.
- Avoid processed foods, as even if they are organic, the more a food is processed the less natural it is and the more additives, preservatives and stabilisers it contains.
- Give preference to **processed** foods (in those products that really need to be processed) where processing takes place as **close to the producer** as possible.
- Avoid excessive consumption of animal fats and protein in the diet for health reasons (cholesterol, obesity) and the negative environmental effects they have on the planet (deforestation to create pastures, climate change, dreadful energy balance for the same provision of calories, etc.)
- In the case of meat, choose **organically farmed** meat as this guarantees that the farmed animals are kept in conditions that meet their physical needs and ensure their wellbeing, illnesses are treated in a way that is better for the animals and traditional species are preserved, fostering the sustainability of ecosystems.
- Give preference to those foods that ensure **a living wage and appropriate working conditions** (trade union rights, working hours, the possibility of finding a work/personal life/family life balance) for all those people who are involved in the production chain.



11. Taken from Ecologistas en Acción, available at: <http://www.ecologistasenaccion.org/articulo11729.html>

MATERIAL XIII: The shopping basket

Sheet XIII.2. Assessment of the environmental cost of a product

Assessment and comparison of the environmental cost of three different products:

Product 1:

Factors	Low (1 pt)	Medium (2 pts)	High (3 pts)
Origins. Where is it from? Near/far			
Ingredients: E numbers, chemicals, etc.			
Social conditions of manufacture			
Packing material: Easy to recycle?			
Pack size: small, large			
Wrapping: number of layers			

Environmental cost Product 1: _____

Product 2:

Factors	Low (1 pt)	Medium (2 pts)	High (3 pts)
Origins. Where is it from? Near/far			
Ingredients: E numbers, chemicals, etc.			
Social conditions of manufacture			
Packing material: Easy to recycle?			
Pack size: small, large			
Wrapping: number of layers			

Environmental cost Product 2: _____

Product 3:

Factors	Low (1 pt)	Medium (2 pts)	High (3 pts)
Origins. Where is it from? Near/far			
Ingredients: E numbers, chemicals, etc.			
Social conditions of manufacture			
Packing material: Easy to recycle?			
Pack size: small, large			
Wrapping: number of layers			

Environmental cost Product 3: _____

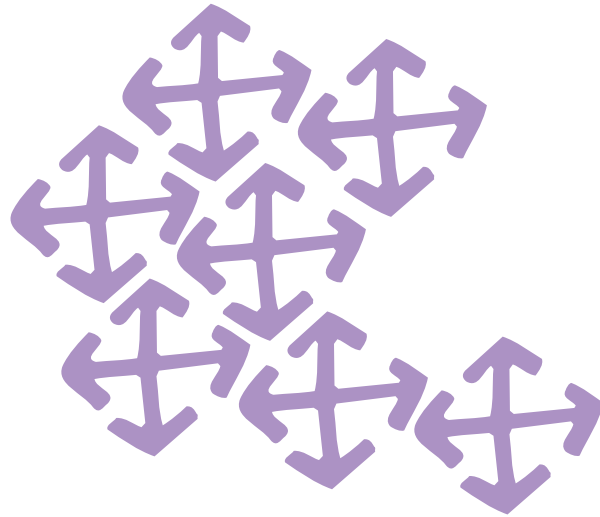
We would choose product no.

because

MATERIAL XIV: Let's React

Sheet XIV.1. The 3 Rs: Reduce, Reuse, Recycle

Strategy	How to do it	How to shop
REDUCE	<ul style="list-style-type: none">✓ Buy less✓ Save resources✓ Intelligent techniques (in toilets, switching on lights, opening doors, switching off the computer, etc.)	<ul style="list-style-type: none">✓ Share with family members or neighbours✓ Buy products that last✓ Buy in bulk or with minimum packaging
REUSE	<ul style="list-style-type: none">✓ Reuse items for the same purpose✓ Convert an object into something useful for another function (creativity)✓ Repair things	<ul style="list-style-type: none">✓ Buy products that last✓ Buy products that come with a guarantee and can be repaired
RECYCLE	<ul style="list-style-type: none">✓ Introduce a used product into the production cycle	<ul style="list-style-type: none">✓ Buy products that can be recycled (recyclable packaging)✓ Separate products and take them to the recycling centre



MATERIAL XV: My personal commitment

Sheet XV.1. How to change a habit

REALISE

that current consumption presents a problem

ESTABLISH NORMS

'those around me also see it as a problem'

POSITIVE ATTITUDE

to the PROBLEM

'it is an important matter'

POSITIVE ATTITUDE

towards MY OWN BEHAVIOUR

NEW HABIT

without thinking

EVALUATE

EXPERIMENT begin buying other products, etc.

TAKE THE DECISION TO ACT

INVESTIGATE ALTERNATIVE and their consequences for me

Source: Author's compilation based on Lilja Otto

SHEET XV.2. Code of good practice for the responsible consumer

- Reduce consumption.
- Monitor the use of water and energy consciously.
- Buy local, seasonal products.
- Buy products in large formats with packaging that can easily be recycled (from best to worst: glass-plastic-aluminium-Tetrabrik) with the minimum wrapping possible (avoid polystyrene trays).
- Choose long-lasting products rather than disposable ones that are easy to maintain and that can be repaired (avoid single-use products such as kitchen roll, paper napkins, paper handkerchiefs, plastic cutlery, disposable razors, etc.).
- Do not use the drain as a waste bin or pour pollutants or used cooking oil down the drain.
- Use recycled or reused products (clothes, books, paper, etc.).
- Do not throw dangerous or toxic products into the rubbish bin; take them to a waste disposal centre for correct disposal.
- Use environmentally friendly cleaning products.
- Choose low-energy electrical appliances and light bulbs.
- Refuse unnecessary plastic bags. Bring your own bag when you go shopping.
- Travel on foot, by bicycle or by public transport.
- Look for Fair Trade and organically produced products.
- Investigate the ethics of brands.

MATERIAL XVI: Paint it green

Sheet XVI.1. Observation sheet for the greening of a space

ZONE: _____	BLACK SPOTS	POSSIBLE IMPROVEMENTS
Furniture and equipment		
Attitudes and behaviour		

5. Workshop in Mehdia

Example of the design of an scp workshop.

In the following section we would like to look at a real example of the design of an SCP workshop that can show us how the different activities can be combined into a workshop of several days.

The design is of an SCP workshop carried out by the CP/RAC during a youth camp in the town of Mehdia (Morocco) with young Red Cross volunteers from a variety of Mediterranean countries. A description of our experience is given below.

The Centre for Cooperation in the Mediterranean organised the fifth ATLANTIS youth camp in Mehdia (Morocco) from 1 to 8 August 2009. This camp was intended to provide a common space where young volunteers working with the Red Cross/Red Crescent in the Mediterranean could meet, exchange ideas and good practices and discuss current humanitarian challenges.

Since that year the main topic of the camp was the environment, the Centre for Cooperation in the Mediterranean invited the CP/RAC to take part in the camp with a three-day interactive workshop on sustainable consumption.

The aims of the workshop were to raise awareness among young people in matters of sustainable consumption using interactive tools and methods that would make it easier for participants to replicate the workshop in their home countries. The workshop was 11 and a half hours long split over three mornings (the afternoons were given over to other activities) and it was carried out by

a team of two people from the CP/RAC and one from the UNEP (United Nations Environment Programme).

The agenda that was designed for the workshop can be seen on the next page. We have maintained the colour code for the phases used in the manual to make it easier to interpret.

Most of the activities done are contained in this manual although, since the workshop took place in a camp setting, certain dynamics were used to remind participants of the names of the group members. An additional activity ('What about my organisation?') was organised so that participants, who were all leaders for the Red Cross in their home countries, could think about how to transfer what they had learned in the workshop to their organisation.

Some last-minute alterations were made to the plan as the anticipated start and end times of activities and breaks were changed.

Programme for the workshop in sustainable consumption. Atlantis V (1-4 August 2009)

	2 August	3 August	4 August
9.30	1. Start of the workshop. Introduction of participants. - 'I like, I don't like' - 'My name is... and I'm from...' - 'Get into groups'	5. Remembering the names in the group - 'The jumbled basket' (15')	10. 'Paint it green' (continuation) Greening of the centre - Teamwork
10.00	2. Introduction to the workshop Introduction of concepts and survey of knowledge, beliefs and attitudes surrounding SC. - 'Seeking'	6. 'The shopping basket' Criteria for sustainable consumption. - Explanation: SC criteria (15') - Teamwork (30')	
10.30	'Anything goes'	Group discussion and reflection	- Full group session
11.00	Theoretical explanation using PowerPoint	7. 'Let's React' The 3 Rs of consumption. - Explanation (10') - Teamwork (20')	Greening actions
11.30	3. 'The story of a can' Analysis of the life cycle of a product and its impacts. - Introduction (10') - Teamwork (20')	- Group discussion and reflection	- Greening actions
12.00	BREAK		
12.20	- Group discussion	8. 'My personal commitment' Personal commitment to RC.	
13.00		9. 'And what about in my organisation?' Planning of SC actions in the Red Cross organisations.	
13.30-14.00	4. 'Paint it green' Preparing the activity of greening the centre. Watching video, getting into teams and distributing worksheets.		

6. Appendix: key concepts for education in SCP

The aim of this section is to provide our perspective on eight key concepts in education for SCP as we interpreted it when drawing up this manual. These can then serve as a base for facilitators to help them understand the activities suggested for the workshop.

However, we do not intend this to be a manual of theory on SCP, which means that facilitators will have to expand on the information provided using other resources, depending on their level of prior knowledge. There is a wide variety of very comprehensive documents available that can provide plenty of up-to-date information (see Chapter 7). Some of these are included on the manual CD.

The concepts are listed below, in order of appearance in the activities in the manual:

Education For Sustainable Consumption and Production (SCP). This is education that aims to stimulate the creation of **critical individuals** who can see the relationship between socio-environmental crisis and current production and consumption patterns, and who are prepared to intervene based on the principles of ethics, environmental sustainability and social justice to build a better world. SCP education aims to help individuals to acquire skills that help them assess different consumption alternatives and play an active role that regulates, guides and transforms the markets through the decisions they make.

Direct and indirect consumption. Wagner (2005) writes that the concepts of direct and indirect consumption of goods and services are very helpful in understanding and visualising the impacts of the consumption of products and services in order to analyse other consumption alternatives. **Direct consumption**, which means consumer goods as we purchase them in the store, are visible and well known, but only account for a small part (less than 8%) of total consumption. The rest is **indirect consumption**, which means the material and energy resources that have been

mobilised, transported and processed during the production, operation, use and subsequent disposal of a product after it has been used for a time to satisfy a need or desire. The complexity of modern production and consumption relations mean that it is very difficult to access this information. However, it is shocking to realise that behind every action of direct consumption there are many others of indirect consumption. By analysing the life cycle of a product or service, the aim is to uncover this indirect consumption and make it visible, even if we have to use certain suppositions, in order to open up the secret world of everyday things.

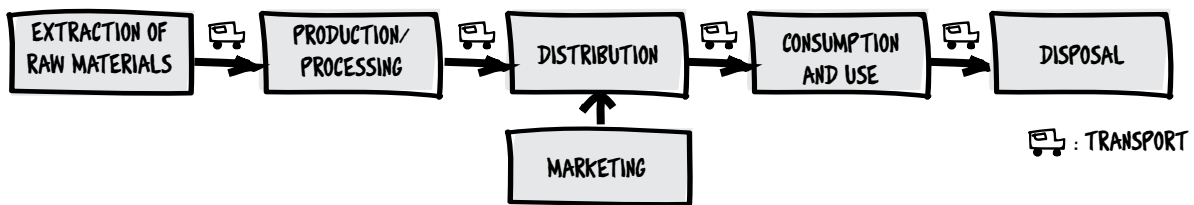
'Cradle to cradle' and 'Cradle To Grave' Models. These concepts appear in the life cycle analysis of a product and are extremely useful for understanding whether consumption is less or more sustainable and why sustainable consumption and sustainable production are essential. In nature, processes are circular, from 'cradle to cradle', which means there is no such thing as waste. One creature's waste is food for another. McDonough and Braungart (...) cite the example of the cherry tree to illustrate this point: it produces flowers and fruits to germinate and grow, the extra flowers fall to the earth, decompose and feed organisms and microorganisms, enriching the soil. Not even the productivity of all of the ants in the world, the biomass of which is greater than the human race, generates waste. Yet since the Industrial Revolution, human industry has had a devastating effect on the planet's ecosystems, based on the idea that natural resources are unlimited and can be used with no consequences. On this pretext, products are created using 'cradle to grave' designs. This means that the resources are extracted, processed into products, sold and finally thrown away at a certain PHASE of the 'grave' (rubbish tip, incineration plant, etc.) The main problem with this design is the nutrients that are polluted, wasted or lost. This problem has worsened with the needs of the current economic system, which requires increasingly short life cycles. This is achieved through 'planned obsolescence'

and constant product innovation. The USA is a perfect example; there, over 90% of materials extracted to produce lasting goods becomes waste almost immediately. Sometimes even the product itself lasts only a very short time and things that have real potential for reuse, such as packaging materials, are often designed intentionally so that they will not decompose in natural conditions. As a result, environmentalists are proposing a new **environmental industry**, with cradle-to-cradle designs based on closed cycles, with no harmful

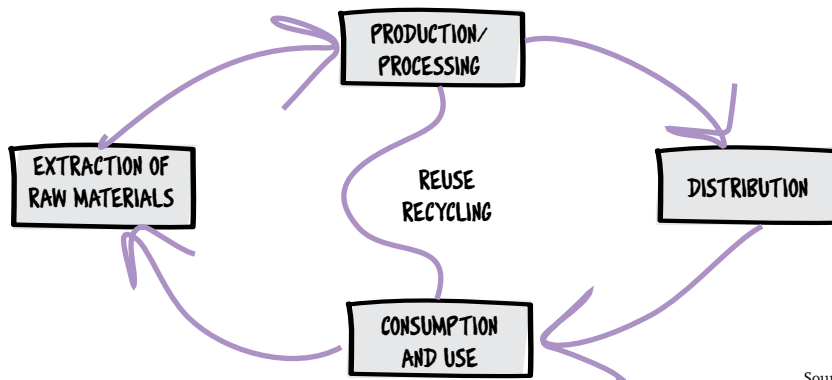
waste or emissions that are in symbiosis with nature. This can be achieved, as explained by McDonough and Braungart (*op.cit.*) by designing products so that from their conception they can serve as raw material for something else when their useful life comes to an end. They could be designed as ‘biological nutrients’ that will return to the water or the earth without leaving behind synthetic or toxic materials, or as ‘technical nutrients’ that continually circulate as valuable materials in closed industrial cycles.

Linear and circular models

Linear model ‘from the cradle to the grave’



Circular model ‘from cradle to cradle’

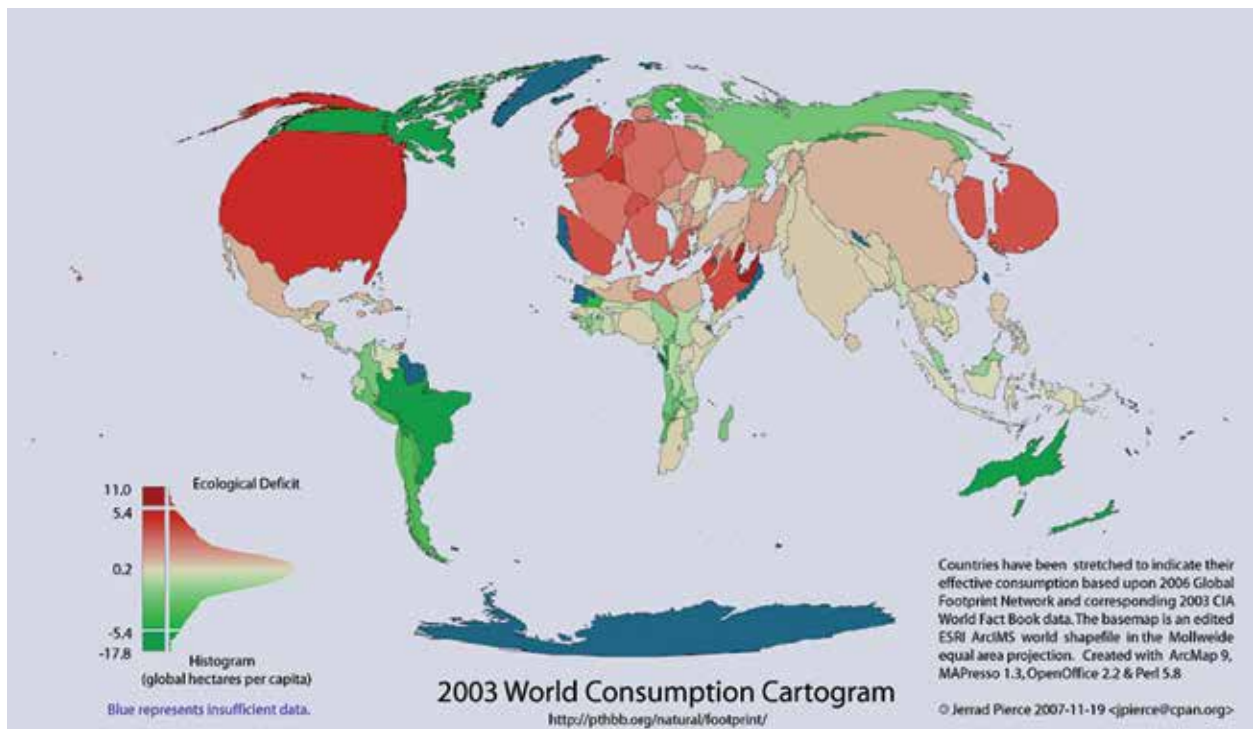


Source: Author's own compilation

Ecological footprint. This is an indicator devised in the 1990s by William Rees and Mathis Wackernager that can be used to **physically quantify sustainability**. The ecological footprint (EF) measures the area of land required to produce the resources consumed (field, sea, forest, soil, etc.) by an average citizen in a specific community, and the area required to absorb the waste generated, independently of where these areas are located. The EF is measured in global hectares (gha) per habitat per year. The data obtained over the years for this indicator show that

there are major international discrepancies. In general the developed countries have the highest EFs and tend to live beyond their means. On a global level, we know that the balance is negative, that is that we consume 1.5 times more than the earth can sustain. In the case of Spain¹², the EF is 6.4 gha per person per year (each person living in Spain would need 6.4 gha to satisfy all of their consumption) whereas the real productive area is 2.4 gha per person per year, which suggests that Spain is using three times as many resources as it has.

12. Figures taken from MMA: Análisis de la huella ecológica de España 2008.



Font: <http://pthbb.org/natural/footprint/img/cartogram.gif>

Ecological rucksack. This is an educational indicator that was invented to provide a numerical expression of the quantities of materials that must be taken from nature to manufacture a consumer good or service, from the beginning to the end of its useful life, without including the materials contained in the product/service itself. In the words of Wagner (2005): 'it expresses the **dead weight** (the sum of all of the materials used and processed to provide a product/service, minus the weight of the product) which is **hidden** behind each consumer good', taking into account biotic and abiotic (non-renewable) materials, water, soil (erosion) and air. It helps us to investigate the **hidden consumption** behind every product/service and to make its impact visible. For example, one kilo of zinc has a rucksack of 27 kg in rubble and waste, while one kilo of gold or platinum has an ecological rucksack of 350 T. This huge difference is because gold and platinum are obtained from open cast mines that generate mountains of mining waste contaminated with mercury and vast amounts of toxic sludge is discharged into rivers, leaving whole regions poisoned and killing entire ecosystems. This information in turn brings another figure that is worth reflecting on: 158 mg of platinum and gold in a mobile telephone of 80 g account for more than half of its ER (44 kilos of a total ER of 75 kg).

Some examples of ERs

- 1 toothbrush: 1,5 kg.
- 1 coffee maker: 285 kg.
- 1 mobile phone: 75 kg.
- 1 PC: 1,500 kg.
- 1 car: 15 tonnes.
- 1 gold ring: 2000 kg.
- 1 wooden tray: 2 kg.
- 1 copper tray: 500 kg.

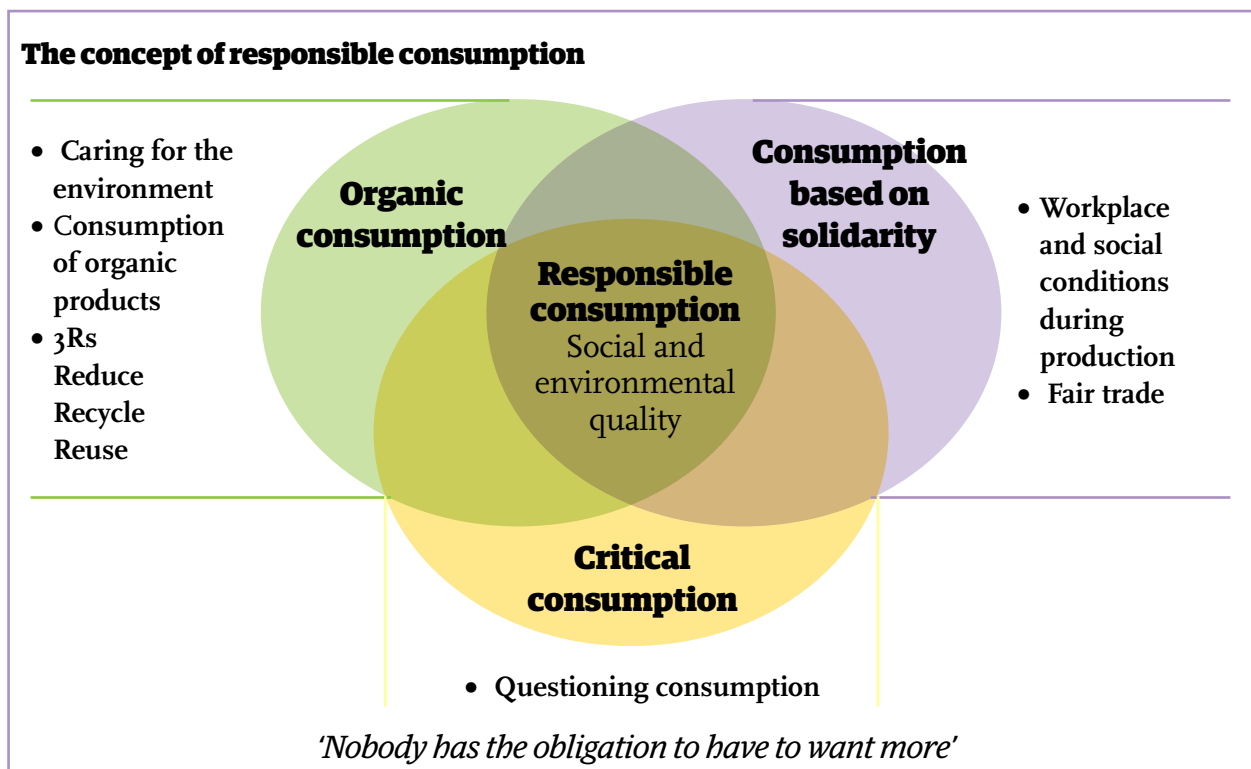
POPs. *Persistent organic pollutants* (POPs) are chemical substances with the following characteristics: high levels of **toxicity**, **persistence** (they remain intact in the environment for long periods of time), **volatility** (they can travel long distances and can reach areas where they have neither been produced nor used) and **bioaccumulation** (they are incorporated into the fatty tissues of living beings and accumulate along the length of the food chain). Some of the most commonly found POPs are pesticides, herbicides and insecticides, as well as certain compounds used in manufacturing plastic and in the electronics industry. Their extremely toxic nature can be damaging to human health (birth defects, dysfunctional immune and reproductive systems, cancer, etc.), making them a sad example of one of the effects of unsustainable production. At the same time they serve as an example of the

growing concern for sustainability, as the United Nations Stockholm Convention has been in place since 2004, demanding that signatories adopt measures to eliminate and reduce emissions of POPs into the environment.

Responsible consumption. according to the official declaration made by the United Nations at the Earth Summit (2002), one of the main causes of the deterioration of the global environment is unsustainable models of consumption and production, particularly in the industrialised countries, and a call was made to use models based on **responsible consumption** (RC). RC means accepting responsibility for the environmental and social impact generated by our consumption. This means changing certain elements of consumption behaviour (reducing consumption) and purchasing habits based on two criteria: **product history** and the **behaviour of the producer company**, choosing options on the market that place worth on social justice, ethics, solidarity and sustainability. The concept of RC includes three types of consumption (see diagram below). **Ethical consumption**, which means cultivating a critical attitude to consumption and advertising, questioning what lies behind each

act of consumption and distinguishing between real and imposed needs. **Ecological consumption**, which takes the 3 Rs into account (reduce, reuse, recycle) and gives preference to organic agriculture and livestock farming, as well as artisan and local production. And **consumption based on solidarity**, which adds the criterion of social justice and places a value on the social relations and workplace conditions in which a product is made or a service produced. This is where Fair Trade comes into play. On a more global level, RC aims to produce **critical citizens** who use their purchasing power as an instrument to transform production and consumption relations, helping to build a more sustainable lifestyle.

Sustainable consumption and production (SCP). This is used in the manual as a synonym for RC. However, there is a difference. While the term RC places the emphasis on the **responsibility of the person** during their acts of consumption, the term SCP aims to underline the importance of both **consumption** and **production** that are sustainable, highlighting the responsibility of companies for reducing the environmental impact of consumer goods in their design and manufacture.



7. To find out more: interesting bibliographical and documentary resources

7.1. Recommended bibliography

- Comín, P. y Bet Font (1999): *Consumo Sostenible. Preguntas con respuesta*. Ed. Icaria Milenrama: Barcelona.
- Comín, P. and Bet Font (1999): *Consumo Sostenible. Preguntas con respuesta*. Ed. Icaria Milenrama: Barcelona.
- ConsumeHastaMorir (2008): 'Fichas para un consumo crítico' in José Escudero J. and Martínez, L. (coordinators), *Ochenta actividades para educar lúdicamente en valores y ciudadanía* (Los Libros de la CATARATA; Madrid).
- CRIC (1997): *Rebelión en la tienda. Opciones de consumo, opciones de justicia*. Ed. Icaria: Barcelona.
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- EFTA (2001): *El desafío del Comercio Justo 2001-2003*. EFTA Yearbook, European Fair Trade Association. Maastricht.
- Gallego, I. and Gómez, Y.: *Metodología Participativa. Manual de instrucciones. Volume I and Volume II*. Andalusian Institute of Public Administration, 2008.
- Jiménez, I. and González, M.: 'Consumo, publicidad y RSC: De la fábrica a los intangibles', in Hernández, J. and Ramiro, P. (Eds.): *El negocio de la responsabilidad*. Ed. Icaria.
- Lodeiro, T. (2008): *Consumir menos, vivir mejor. Ideas prácticas para un consumo más consciente*. Ed. Txalaparta.
- Lucena, A. (2002): *Consumo responsable*. Ed. Talasa.
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- Riechmann, J. (1998): *Necesitar, desear, vivir. Sobre necesidades, desarrollo humano, crecimiento y sustentabilidad*. Ed. Los Libros de la CATARATA, Madrid.
- Riechmann, J. (2000): *Un mundo vulnerable. Ensayos sobre ecología, ética y tecnociencia*. Ed. Los Libros de la CATARATA, Madrid.
- SODEPAZ (1998): *Guía educativa para el consumo crítico. Materiales para una acción educativa sur-norte. Efectos sociales y ambientales del consumo*. Libros de la CATARATA, Madrid.
- Vargas, L. and Bustillos, G. 'Técnicas participativas para la educación popular'. Centre for Studies and Publications ALFORJA. Costa Rica, 1984.
- Werner, K and Weiss, H. (2004): *El libro negro de las marcas. El lado oscuro de las empresas globales*. Ed. Debate. Barcelona.

Practical guides and responsible consumption journals

- Granada campaign for responsible consumption (2004): *Guía de Consumo Responsable de Granada: La otra cara del consumo*. (Ed. Campaña de Consumo Responsable en Granada).
- ConsumeHastaMorir: 'Del carrito a la urna', *Pueblos* magazine No. 37, 2009.
- ConsumeHastaMorir: 'El artesano sentimental (Raíces ideológicas del nuevo consumismo)', *Libre pensamiento*, winter 2006.
- ConsumeHastaMorir: *El Ecologista* magazine: 'Cero en escala humana' No. 62, 'La democracia del súper' No. 61, 'Metáforas que matan' No. 60, 'La pobreza de lo importante' No. 59, 'Véndeselo a un niño' No. 58, 'No cuesta, pero vale' No. 57, 'La ciudad de los pasos y los pisos' No. 56, 'El tarzán de la oficina', No. 55...
- ConsumeHastaMorir and the Observatory on Resistances and Subcultures, edition of *Malababa* magazine No. 1 (2005), No. 2 (2006) and No. 3 (2008).
- CRIC (Centre for Research and Information on Consumption). Magazine encouraging responsible consumption that provides analyses of specific products.
- Directorate General for Consumption (2002), *Guía de consumo responsable en Aragón*. Consumption notebook No. 2. Government of Aragon.
- Various (2001), *La Guía de Mallorca Sostenible*. Ed. Todo sostenible, Palma.

7.2. Electronic texts and websites of interest

Consumer guides:

Actúa. Advice for sustainable living. Greenpeace:

<http://www.greenpeace.org/raw/content/espana/reports/gu-a-de-consumo-act-a.pdf>

Fair Trade. How much does it cost? Cáritas:

http://www.bantaba.ehu.es/lab/files/view/ComercioJusto.pdf?revision_id=67035&package_id=67020

Responsible consumption. A guide to responsible consumption based on solidarity in the community of Madrid.

ConSuma Responsabilidad collective: <http://www.consumaresponsabilidad.com/>

Guide to Responsible Consumption in Navarre. Navarre Centre for Environmental Resources:

<http://www.crana.org/contenido?idBD=1&idSubArea=526&idDocumento=2517>

Guide to responsible clothing consumption. Clean Clothes Campaign. SETEM

<http://www.pangea.org/setem/pdf/GuiaConsumoRopa.pdf>

Manual for the responsible consumption of clothing and accessories, 'Somos lo que vestimos' [We are what we wear], Government of Aragon. Ecology and Development:

http://www.ecodes.org/pages/documentos/documento?Id_Doc=127

Manual for concerned young people. SETEM: <http://www.nortesur.org/imagenes/agenda/guia.pdf>

Chemicals in the home. Dangerous tenants. Ecology and Development:

http://www.ecodes.org/documentos/archivo/quimicos_hogar.pdf

Youth X Change. Manual of education for sustainable consumption. United Nations Environment

Programme (UNEP), United Nations Educational, Scientific and Cultural Organization (UNESCO):

http://www.consumoresponsable.org/documentos/YXC_red.pdf

POPs:

http://es.wikipedia.org/wiki/Contaminante_org%C3%A1nico_persistente

<http://www.cprac.org/es/quimicos/convencion-de-estocolmo/convencion>

<http://www.ccbasilea-crestocolmo.org.uy/>

<http://www.bios.org.ar/principal.htm>

Ecological footprint:

Ministry of the Environment and Rural and Marine Affairs (2008): Analysis of the environmental footprint of Spain for 2008, at

<http://www.footprintnetwork.org/images/uploads/Huella%20ecologica%20de%20Espana.pdf>

<http://blogs.elpais.com/eco-lab/2011/01/como-se-calcula-la-huella-ecologica.html>

To calculate Spain's individual footprint: http://myfootprint.org/es/visitor_information/

Comparing the ecological footprint by country:

<http://www.actividades-mcp.es/gestionresiduos/2010/11/la-huella-ecologica/>

http://es.wikipedia.org/wiki/Material:Pa%C3%ADses_seg%C3%BAn_su_huella_ecol%C3%B3gica

http://www.wwf.es/noticias/informes_y_publicaciones/informe_planeta_vivo_2010/

Links on sustainable consumption and production:

Consumption section of Ecologistas en Acción:

<http://www.ecologistasenaccion.org/spip.php?rubrique202>

Consumption section of Greenpeace: <http://consumo.greenpeace.es>

Regional Activity Centre for Cleaner Production: <http://www.cprac.org/es>

ConSuma Responsabilidad: <http://www.consumaresponsabilidad.com>

ConsumeHastaMorir: <http://www.consumehastamorir.org>

ConsumpediaMed (Conscious and transforming consumption in the Mediterranean):

<http://www.cprac.org/consumpediamed/es>

Consumoresponsable.org: <http://www.consumoresponsable.com>

CRIC. Centre for research and information on consumption: <http://cric.pangea.org>

ECODES (Ecology and Development Foundation): <http://www.ecodes.org>
 Navarre Centre for Environmental Resources Foundation (CRAN): <http://www.crana.org>
 Sustainable Life Foundation: <http://www.vidasostenible.org>
 Andalusian Responsible Consumption Network: <http://www.consumoresponsable.com>
 Opciones magazine: <http://cric.pangea.org>

Solidarity economy links:

COOP57: www.coop57.coop
 FIARE: www.fiare.org
 GAP: www.gap.org.es
 REAS: www.economiasolidaria.org

Links to fair trade associations:

IDEAS: www.ideas.coop
 ALTERNATIVA3: alternativa3.com
 SETEM: www.setem.org
 LA CEIBA: www.laceiba.org
 CECJ: www.comerciojusto.org
 INTERMON: intermonoxfam.org
 CLAC: www.clac-pequenosproductores.org

Links to educational resources on responsible consumption:

North-South Programme. SETEM: <http://www.nortesur.org/materiales.htm>
http://www.educaweb.com/esp/servicios/monografico/consumo_responsable_2007/
<http://www.dolceta.eu/espana/Mod4/spip.php?article55>: Teaching activities on responsible consumption
 ConsumeHastaMorir: http://www.letra.org/spip/rubrique.php?id_rubrique=23-. Provides materials for analysing advertising and consumption and for creating counter-advertising.
 Educational CD-ROM. ConsumeHastaMorir. 2007: <http://www.cederron.org>
<http://www.consumoresponsable.org/criterios/index>
<http://www.ecologistasenaccion.org/article11729.html>
http://latierravamal.files.wordpress.com/2007/06/pdf_charla_sensibilizacion_problemativa_residuos.pdf-. document on waste, ecological footprint and rucksack, responsible consumption, etc. produced by Ecologistas en Acción.
 Education and the media: <http://tonicues.eresmas.net>. Site that provides a compilation of work by teachers on manipulation in the media and advertising.
 Eualter, educational resources. <http://www.eualter.org>: Network of resources on education for peace, development and interculturalism.
 Responsible Consumption Campaign. <http://www.consumoresponsable.com>. Awareness-raising campaign based in Andalusia on responsible, ethical and environmentally sound consumption based on solidarity.

7.3. Documentaries and films

De consumidor a persona. (Documentary. Spain. 2004). Ed. Unsolomundo, producciones sociales for the Andalusian Responsible Consumption Network. Length: 00:25:00. Licence: Creative Commons-Reconocimiento-NoComercial-SinObraDerivada
Binta y la gran idea. By Javier Fesser. A vision of development from the South. Available from: <http://www.youtube.com/watch?v=6T7PmiYzN38>
La isla de las flores. Responsible consumption, waste, poverty and misery... Available from: http://www.youtube.com/watch?v=4kDN49_bFno

La doctrina del shock. Based on *The Shock Doctrine* by Naomi Klein. Available from:
<http://www.rebelion.org/noticia.php?id=65118&titular=la-doctrina-del-'shock>

Comercio justo. <http://es.youtube.com/watch?v=ebUoLbIAK10>. Length: 2:33

La historia de las cosas. Video that explains in a very educational and critical way the current system of production and consumption. Length: 21:03. Available from:
<http://brunoat.com/globalizacion/la-historia-de-las-cosas/>

Comercio justo. La gente opina. Length: 3:35. <http://uk.youtube.com/watch?v=YqQSydAGIZY&feature=related>

Reloj de arena. Length: 1:14. On the differences between North and South. Available from: <http://uk.youtube.com/watch?v=ysI3lqKjgJM>.

Soñemos otro mundo. Eduardo Galeano (5:19). Available from: http://www.youtube.com/watch?v=zZ_BVoEwEdk

Proper education. Available from: <http://www.youtube.com/watch?v=uxNrWVKX9WI>

ConsumeHastaMorir website: This website has a large number of film summaries on responsible consumption in the library. Available from: http://www.letra.org/spip/rubrique.php?id_rubrique=24. It also contains counter-advertising videos that can be downloaded from blip.tv



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