

Religion and justice- Agenda

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| 9:30am | Welcome and Introductions Setting ground rules |
| 9:40am | Ice breakers: Unfair games These games set the context of the day and introduce the topic of justice in a fun way. |
| 10:15am | Trade Rules! This is a detailed simulation game that helps young people understand how the World Trade Organization (WTO) works. |
| 11:30am | Break Try to provide Fairtrade snacks, e.g. Fairtrade fruit, juices or biscuits. |
| 11:50am | Working for Justice: Trade and the Faith Perspective Invite representatives from faith-based charities (for example Islamic Relief, World Jewish Aid or Christian Aid) to talk about their work and what motivates them. |
| 12:30pm | Lunch |
| 1:30pm | Discussion workshop This brings together what the participants have learned about world trade, and encourages them to reflect on their own values and ideas about justice. |
| 2:30pm | Taking action workshop Participants think through how they can make changes and take action on global issues. |
| 3:30pm | Finish |

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Additional notes for activities

1. Ice-breaker: Unfair games! (35 minutes)

These activities are offered as suggestions, but essentially you can adapt or fix any game so that there are clear winners and losers. If the following do not appeal, how about unfair Monopoly, Chess or Ludo?

It is worth taking the time to debrief participants after the games, to elicit how it felt to be on the winning/losing team, how it felt when they knew which side they were on, and how it felt that the result was determined even before the start of the game. This can be extended to discussing what the participants felt was the message of the game, and to elicit anything they know about world trade. Divide participants into sub-groups of around 10 people before beginning these ice-breakers.

- **Activity one: Spaghetti and marshmallows**

It is likely that participants may have played versions of this game before; but using this messy version adds another dimension! It may also bring home to some participants that we in the developed world are able to use food for such trivial purposes. DON'T play this game in a carpeted venue!

Time: 15 minutes

Equipment: a packet of spaghetti and a bag of marshmallows

- Divide the participants into two uneven teams. For example, if you have 10 participants give team A three and team B seven.
- Divide the equipment in two, again not evenly, give the smaller team the majority of the spaghetti and the marshmallows, give the larger team much less.
- Ask the teams to build a tower using the equipment provided. The tallest tower wins. Give the teams 10 minutes for the task.
- Take a look at the results and congratulate team A on their stellar performance!
- Debrief.

- **Activity two: Unfair football**

Time: 10 minutes

Equipment: a soft football, plenty of soft scarves, something to mark out goals

- Set out a football pitch with goals at each end. One goal should be large, the other small.
- Divide the participants into two teams.
- Give one team the scarves and ask them to get into pairs and tie their legs together (ie, so one team is playing three-legged).
- The three-legged team can only score through the small goal. The ordinary team can score through the large goal.
- Play for 10 minutes... or end sooner if the scores are too high and the three-legged participants exhausted!
- Debrief.

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- **Activity three: Unfair treats**

Time: 15 minutes

Equipment: a bowl of wrapped sweets (preferably nut-free and fairly traded!), set of cards, see below

- Ask all the participants to sit in a circle.
- Put the treats and the cards in the middle.
- One by one each participant reads a card out loud to the group, and takes a treat if appropriate.
- Once all the cards have been used, debrief and discuss the issues raised.

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| Your father has just received his annual bonus from the bank. Take 5 treats | You have just secured a teaching job in a developing country. Take one treat, eat half now and save the rest, just in case | You have just graduated from a teaching college in rural China. However, your mother is ill. Take no treat |
| You have just secured a permanent teaching job in a developed country. Take 3 treats | You are a member of a Fairtrade co-operative and sell your coffee for a fair price. Take two treats, eat one now and save the other | You have recently been orphaned due to AIDS. There have been so many deaths no-one in the community can help. Take no treat |
| You are director of a large company that sells coffee. Take 10 treats | You are the head of a factory that makes football boots and trainers. Take 3 treats | You are a cotton grower, last year you did okay, but this year cotton has flooded the market and become almost worthless. Take no treat |
| You are a successful footballer in the Premiership. Take 10 treats | You are a nurse in a developing country. You have just been offered the chance to work in the UK. Take 2 treats, but keep one to send home | You work in a factory that makes sports wear. You normally manage okay but today you feel unwell and can't work as fast. Take no treat |
| You run a successful business in a city in a developed country. You are feeling guilty about your profits. Take 5 treats, give 2 to someone else | Your village has just received aid to start up a business selling handicrafts to the developed world. Take 1 treat | You make your living by transporting workers to the sports wear factory. The factory has moved to where there is cheaper labour. Take no treats |

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2. Trade rules! (1 hour 15 minutes)

This activity, suitable for participants aged 14+, is a detailed simulation game that helps pupils understand how the global trading system and the World Trade Organization (WTO) works. It introduces the ideas of justice and unfairness, and because it is really interactive and involves role-play, it is great for really engaging participants and fostering understanding and empathy.

In this game, teams of participants representing different countries make goods and experience trying to sell them on global markets.

After the game, spend time breaking down what happened and analysing the feelings and experiences of the different country teams.

For more information click here:

<http://www.christianaid.org.uk/learn/schools/simulation/index.htm>

Order materials

by phone: 08700 78 77 88

by fax: 01252 669 611

by email: orders@christian-aid.org.

Simpler versions of games that simulate global trade are also available for younger participants. These include games that focus on particular products, eg, chocolate or trainers.

For an introduction to the issues of trade justice please see:

Make Trade Fair

Make Trade Fair is Oxfam's campaign to change the rules of international trade. The website has information about the issues surrounding trade justice, as well as resources and ways you can get involved in campaigning.

<http://www.maketrade-fair.com/en/index.htm>

Oxfam

The main Oxfam website also has a lot of information on trade justice, including reports and briefing papers.

http://www.oxfam.org.uk/what_we_do/issues/trade/index.htm

Christian Aid

Christian Aid's main campaign is for trade justice. Their website has background information to the issues involved and why campaigning for trade justice is important for lifting people in developing countries out of poverty.

<http://www.christian-aid.org.uk/campaign/trade/index.htm>

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3. Working for Justice: Trade and the Faith Perspective

Here are the contact details of some faith-based agencies that work on issues of trade justice. This is not intended to be an exhaustive list - but gives you some ideas of who to contact to ask to support your conference.

Contact your local branch of some of these organisations and invite a speaker to talk to the students. Many local churches and other places of worship also run their own trade justice campaigns.

Christian Aid

Christian Aid is an agency of the churches in the UK and Ireland, and works wherever the need is greatest, irrespective of religion. It supports local organisations that are best placed to understand local needs, and believes in strengthening people to find their own solutions to the problems they face. It strives for a new world transformed by an end to poverty and campaigns to change the rules that keep people poor.

You can download *Lifting the burden, weighting the rules: faith foundations for the Trade Justice Campaign* from www.christianaid.org.uk. This booklet explores the Christian and biblical basis of the Trade Justice Campaign.

Catholic Fund for Overseas Development (CAFOD)

CAFOD is a major British charity that has been fighting third world poverty since 1962. They believe that all human beings have a right to dignity and respect and that the world's resources are a gift to be shared by all men and women, whatever their race, nationality or religion.

CAFOD can provide speakers, youth workers or educational staff to visit your school or parish. If you would like to find out more, contact your local CAFOD office.

www.cafod.org.uk

Islamic Relief

Islamic Relief is a UK-based aid agency that seeks to alleviate the poverty and suffering of the world's poorest people. Motivated by the charitable ideals of Islam, Islamic Relief has for the last 18 years been assisting peoples of all religions and backgrounds through its emergency relief and development programmes. It is part of the global Make Poverty History campaign, which calls for trade justice.

www.islamic-relief.com

Oxfam

Oxfam is an international development and relief agency that works with others to overcome poverty and suffering. They want to encourage people in the UK to speak up on behalf of those in poverty, and to fight to challenge unfairness and inequality. They are driven by the belief that everyone is entitled to a life of dignity and opportunity; and are not motivated by any particular religious values.

www.oxfam.org.uk

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4. Ideas for a discussion workshop (1 hour)

- **Energiser: I have something in common with...**

Time: 15 minutes

Equipment: chairs for all participants bar one

- Ask participants to sit in a circle.
- One participant or the leader should stand in the middle and say "I have something in common with..." and insert a statement about themselves that is true and visible, for example, "I have something in common with people who are wearing jeans."
- All those wearing jeans should swap places while the person in the middle dashes for a chair. This should leave someone different in the middle and the game continues.
- After a few turns the game can progress to statements that are true but invisible, for example, "I have something in common with people who like to read."
- After a few more turns change the subject to statements about values, for example, "I have something in common with people who are worried about poverty."

- **Small group discussion: Thinking about justice**

Time: 45 minutes

Equipment: none

- Recap on work from the morning sessions, remind participants of what they have been discussing, and why some people's faith motivates them to campaign for trade justice.
- Divide participants into groups of four.
- Ask the participants to look at the quotes below about justice, from all the major religious texts. Ask them to think about these questions:
 - What is the common message from all of these different religions?
 - Why do you think they all emphasise the need to treat people fairly? Is fairness also something that non-religious people think is important?
 - Does the current trade system treat people unfairly? If so, in what ways?
 - Does the current trade system follow the message of these religious texts? In what ways?

Baha'i - "And if thine eyes be turned towards justice, choose thou for thy neighbour that which thou chooseth for thyself."

Lawh'l 'Ibn'l Dhib, 'Epistle to the Son of the Wolf' 30

Buddhism - "Hurt not others in ways you yourself would find hurtful."

Udana-Varga, 5:18

Christianity - "In everything do to others as you would have them do to you."

Matthew, 7.12

Hinduism - "This is the sum of duty: do naught unto others which would cause pain if done to you."

The Mahabharata, 5:1517

Islam - "Not one of you is a believer until he loves for his brother what he loves for himself."

40th Hadith of an-Nawawi, 13

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Jainism - "A man should wander about treating all creatures as he himself would be treated."

Sutrakritanga, 1.11.33

Judaism - "What is hateful to you, do not to your neighbour: that is the whole of the Torah; all the rest is commentary."

Talmud, Shabbat, 13a

Sikhism - "Treat others as thou wouldst be treated thyself."

Adi Granth

Zoroastrianism - "That nature alone is good which refrains from doing unto another whatsoever is not good for itself."

Dadistan-I-Dinik, 94:5

- Now look at the following quotes from a variety of different sources. Ask each group to read them out and to think about how they relate to the issues of trade justice. Which do they find the most inspiring?

"Whoever saved a life, it would be as if he saved the life of all mankind."

Qur'an 5:32

"True peace is not merely the absence of tension: it is the presence of justice."

Martin Luther King Jr

"Peace, in the sense of the absence of war, is of little value to someone who is dying of hunger or cold. It will not remove the pain of torture inflicted on a prisoner of conscience. It does not comfort those who have lost their loved ones in floods caused by senseless deforestation in a neighbouring country. Peace can only last where human rights are respected, where the people are fed."

The Dalai Lama

"The international trading system was devised by the rich to suit their needs; it ignores those of the poor."

Pope Paul VI

"On trade, our hypocrisy is at its most appalling. Trade reform isn't about charity, it's about justice, and this campaign, Trade Justice is an unstoppable idea."

Bono, from U2

- Explain that the quotes come from very different sources and that we are all likely to have different views on why we should change things. In the groups each participant should talk about their religion or beliefs for three minutes each. Ask them to say how this influences their thoughts on trade justice.
- Write a sentence on the flipchart paper about each person. Explain that lots of people who are not religious still have a clear value system, for example, "Lucy doesn't believe in God... in fact she hates the idea of going to worship with other people. Lucy *does* believe in lots of what religions teach though, like treating people equally, and that she should treat people the way she would like to be treated."
- Ask participants to make a poster in their groups that includes a picture of each of them and their values, and why they might want to campaign for trade justice.
- Ask the group to walk round and look at each other's posters.

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- Give each participant a couple of the cut-out people shapes, and ask them to write on them the names or jobs of people they would like to tell about trade justice. For example, 'My mum', 'Tony Blair', 'The leader of the WTO', 'The people who buy in school dinners'.
- Now the participants should place these figures on the flipchart paper according to whether they have the will/ power to change. For example, 'my mum' might have lots of will to achieve trade justice, but little power. Conversely, the head of the WTO might have lots of power but no will.
- Give each participant a post-it note. They should stick a note on each person relating to an action in accordance with their power/will. For example, on the figure of 'my mum', they might want to stick a post-it note saying 'convince mum to switch from buying usual coffee to a Fairtrade brand... Do this by buying her some and she'll realise it's really nice.' On Tony Blair they might stick a note saying, 'write to Tony Blair and say when we are older we will vote for a party that commits to realising trade justice'.
- You should finish with quite an elaborate analysis of actions that could be taken.

- **Activity four: Next steps!**

Time: 10 minutes

Equipment: pens, paper, envelopes and stamps

- Drawing on the chart, ask the participants to think about changes they could make or changes they could help to convince others to make.
- Ask participants to write a letter to themselves saying the following:
 - Something I learned today was...
 - Tomorrow I will [for example] buy Fairtrade chocolate.
 - Next week I will [for example] try to convince the headteacher that we should have Fairtrade products available at school.
 - By next month I will [for example] have found out some more about how I can campaign for a charity.
- Post the letters to the participants.

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