

The balance of power

Aim - This activity aims to look at issues of power in relation to the different players in the banana trade, and how these players relate to each other in relation to this power. It also seeks to link issues of global and local power.

Suitability - For older children and adults

You will need - Three large pieces of paper, each split into two columns and three role cards as below:

- The banana worker
- The supermarket
- The consumer

Let's get started

Divide the group into three, and use three of the role cards – the banana worker, the supermarket, and the consumer.

Give each group a large sheet of paper, and ask them to draw two columns. On the top of one column they should write 'I have power because...' and on top of the other 'I have no power because...'. Ask each group to fill in the columns, according to what kinds of power they feel their characters do or do not have.

Discussion suggestions: Explore the issues of power with the group. What is the source of power? In this scenario, who has the most power? Who has the least? Are there ways of increasing the amount of power any group has?

Are there any similarities worth considering with regard to power between the situations of banana workers in Latin America, and workers here in Ireland and Britain? As consumers what power do you have to support banana workers and to lobby supermarkets?

Fairtrade Adverts

Aim – This is a chance for people to work together to produce an extended piece of work that requires a number of different skills to pull the whole thing together. It gives people an opportunity to be creative, work as a team and to put across a positive message. Although this is a fictional scenario there is no reason why some or all of the final pieces should not be used in real life situations.

You will need - A range of materials for the teams to choose from: pens, paper, paint, music, costumes, products, props and even a video camera!

Let's get started

The group need to know what Fairtrade products are available, such as bananas, coffee, chocolate, honey, tea and cotton. (For more information visit www.fairtrade.org.uk)

The facilitator briefly introduces their role: "I am the head of a medium-sized advertising and marketing company. I have been asked to come up with an advertising campaign to promote Fairtrade products. I will divide the group into teams. Each team will work on their own advertising campaign and will be asked to pitch their idea to the whole group. Everyone will be asked to vote for the most successful campaign."

Each team is given an envelope with their instructions. It reads:-

Congratulations you have been picked as one of our teams of experts to work on an advertising campaign to promote Fairtrade products. Please consider the following areas:-

- An advertising slogan – to promote all Fairtrade

products.

- Which product or products are you going to advertise?
- Think about your customers/audience – who are they? Where are they?
- What media is your advert for? Is it a TV advert, pop promo, magazines, newspapers, live performances at conferences, assemblies in schools, in the street, supermarkets etc.?

What are the benefits if your campaign is successful; could it increase sales of Fairtrade goods? Increase awareness of what Fairtrade means for producers? Get more people involved in the Fairtrade campaign? How will this effect change in our world?

If time and resources allow, consider putting music to the advertising campaign. This could be using world music CDs or to percussion pieces played live or recorded.