



from CHAINS  
to BRIDGES



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# from **CHAINS** to **BRIDGES** toolkit

Youth Uniting for Conscious Consumption  
and Fair Production in Global Supply Chains



FromChainsToBridges

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# Acknowledgment

## From Chains to Bridges

**Toolkit** is dedicated to all trainers, youth workers, and educators who advocate for justice, human rights, and equality for young people in their communities and around the world. We hope this toolkit serves as a resource for those new to supply chain ethics and fair trade, providing accessible information to support their learning and advocacy.

A special thank goes to the youth trainers and experts who gave their time and effort to review, test, and enhance this toolkit. We are also grateful to the participants and trainers of the Supply Chains study visit to Brussels, whose passion for fair trade and commitment to justice have been a driving force for this work.

This toolkit was brought to life through the project composer and youth worker Corinna Mittlbach and the tireless efforts of our core project team: Hamza Al-Shayeb, Víctor

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Just mention that it came from  
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## Why this toolkit

Hello and welcome to the from Chains to Bridges project and the “from Chains to Bridges Toolkit”. This resource guides youth trainers and educators through the concepts and practice of delivering non-formal learning activities on supply chains.

This toolkit is designed for beginner and intermediate youth workers and educators who want to integrate supply-chain topics into youth work.

Produced under the KA2 project “From Chains to Bridges – Youth Uniting for Conscious Consumption and Fair Production in Global Supply Chains”, the toolkit responds to a clear need: to make supply chain issues usable and meaningful within youth work. The content and methods are grounded in the values of climate justice and human rights.

## Why supply chains matter for youth work

Supply chains are the invisible systems that link the consequences of everyday choices to global systems. They determine where products come from, who benefits from their production, and how environmental and social costs are distributed. For young people, understanding supply chains turns abstract global problems into concrete, local issues they can investigate, influence, and change.

Supply chain decisions drive emissions, resource

extraction, and unfair working conditions. Supply chain literacy equips youth to connect consumption to climate and social justice. Young people bring fresh perspectives, digital fluency, and moral urgency. When given evidence, advocacy tools and media skills, they can run campaigns, shift public narratives, and demand justice in supply chains. They can influence opinion and policy towards ethical consumption, transparent sourcing, and fairer working conditions.

## How to use this toolkit in training sessions

This toolkit is organised into four main modules. Each module includes learning outcomes, session plans, facilitator notes, and suggested resources. You should always adapt the content to your local context and participants’ needs.

Module 1 - “Understanding the Concepts of Supply Chains” introduces the supply chain process and core concepts (e.g., sourcing, production, logistics, distribution). It lays the groundwork for understanding what shapes the reality of the international trading system as we know it today.

Module 2 - “The People and Planet Behind Products” explores the ethical dimensions of supply chains, labour rights, environmental impacts, equity, and climate justice. It suggests activities which help put these concepts into practice, using skills like critical thinking, storytelling and campaigning.

Module 3 - “Be a Conscious Consumer and Changemaker” links consumption behaviour and supply chain realities to media literacy and advocacy practice. Here you will find tips to evaluate claims, identify misinformation, transmit evidence-based messages, and use media channels to amplify youth voices and influence decision makers.

Module 4 - “In Practice: Actions & Methods” is full of tools and methods for youth workers to deliver supply chain education and action. This module includes ready-to-use session plans, games, community-mapping exercises, and templates for campaigns that you can adapt and implement. You will also find good practices gathered from experienced organisations to help you run activities with confidence and impact.



# Module 1

## Understanding the Concepts of Supply Chains

Here, the toolkit introduces the key concepts linked to supply chains. You will find out how they function, and the ways in which many current supply chain practices are deeply rooted in colonial history.

### 1.1 How Supply Chains Work

Think of the objects you use daily: a phone, a T-shirt, a chocolate bar. They all go on a long and complex journey: this is what we call a supply chain. It stretches from the natural world all the way to the trash bin (or, hopefully, the recycling bin). Along the way, many hands, decisions, and systems are involved. Understanding each part of this journey helps us see where problems might arise, and also where change is possible. Let's follow the path step by step:

#### Natural resources

Everything begins with nature. The cotton in a t-shirt, the cobalt in a battery, or the wood in a piece of furniture all come from the Earth. Extracting Earth's raw materials can mean mining minerals, cutting

down trees, harvesting crops, or catching fish. These raw materials often come from remote areas — forests, mountains, oceans — and extraction requires human labour, usually from local workers or entire communities whose daily lives depend on that land.

This stage can bring serious challenges. Forests may be destroyed, rivers polluted, and entire ecosystems damaged. Workers may have to deal with unsafe conditions or get paid very little money. In some cases, entire communities are forced to move to make way for large-scale extraction projects. When we hear stories about child labour in mining or illegal logging, these often happen at the first stage of the supply chain.

Once the materials are extracted, they need to be transformed. That brings us to the next phase: production.

## Production

The raw materials from nature rarely look like the final product we buy. They go through various transformations. Factories clean, refine, shape, and assemble them into goods. This could mean turning crude oil into plastic, cocoa beans into chocolate bars, or metals and glass into a smartphone.

### FACILITATOR NOTE:

When discussing child labour, displacement, pollution, or exploitation, make sure to set ground rules for respectful discussion. Avoid graphic detail, and ask for consent for personal stories.

Factories can be found all over the world, but many are concentrated in countries where labour is cheaper. Inside, workers (often young people or women) spend long hours on repetitive tasks, sometimes in difficult or unsafe environments. Managers oversee these operations, while engineers design the processes which organise them.

Problems can arise here, as well. Factories may

release harmful substances into the air or water. Workers might not be paid fairly or allowed to organise for better rights. Many brands don't disclose where their products are made, which makes it hard to know whether their products were produced ethically.

Once products are ready, they don't just magically appear in stores. They must be moved across cities, countries, and oceans - enter the transport stage.

## Transport

From ships crossing oceans to trucks rumbling along highways, transportation connects every part of the supply chain. Products travel thousands of kilometres before reaching their final destination. Along the way, they may stop in warehouses where they're stored, or cross multiple borders, where paperwork and customs inspections come into play.

The people who make this movement possible (truck drivers, port workers, warehouse staff) often work long hours to keep goods flowing. Logistics planners coordinate routes, track shipments, and make sure everything arrives on time.

But transportation is one of the biggest contributors to greenhouse gas emissions, especially with air freight and large cargo ships. Workers can also be exploited or overworked, especially during busy shopping seasons, such as Christmas, Black Friday and others. As we've seen in recent years, the global system is fragile. Pandemics, wars, or even weather disruptions can quickly lead to delays or shortages.

After all this movement, products finally arrive where they're meant to be sold. Now comes the moment we usually see: consumption.

## Consumption

This is where you, I, and everyone we know come into play. We walk into a shop or scroll through a website and choose something to buy. Advertising, packaging, and trends all influence what we pick, and when, where and how often we buy.

Behind the scenes, there's a whole network of people who bring the product to us - retail staff, online sellers, delivery drivers, and marketers. And then there's us: the consumers.

Our habits of (over)consumption create many issues. We often buy more than we need, influenced by fast fashion, sales, and constant advertising. Products are sometimes designed to be used briefly and then thrown away. People in different parts of the world have unequal access to goods, with some consuming far more than others. As you'll read further along in this toolkit, this is just one area where the inequalities between the Global North and Global South become clear.

Of course, every product we buy will eventually reach the end of its life. That leads us to the final stage: waste.

## Waste

Once we're done with a product, it becomes waste. Maybe it ends up in the trash, gets recycled, or is passed on to someone else. But even waste has its

### FACILITATOR NOTE:

Use local examples and invite participants to share lived experiences. Replace distant or technical examples with locally relevant products (a popular snack, clothing brand, or phone model common in the group).

own journey.

Waste management involves collection, sorting, and disposal. Sometimes through landfills or incinerators, sometimes through recycling systems. In many parts of the world, informal workers pick through trash to recover valuable materials. Others work in recycling plants or sanitation departments.

The problems here are urgent. Much of our waste, especially electronics or plastic, isn't handled properly. It ends up polluting rivers, harming animals, or sitting in landfills for centuries. Some countries even ship their waste to poorer regions, creating environmental injustice. But if we understand where waste comes from and how it links back to the other stages, we can start to think differently about what we buy, how we use it, and how we dispose of it.



So, the supply chain is more than a set of business processes, it's a web of human stories, environmental impacts, and ethical decisions. By becoming more aware of each link in the chain, we can also help others to see it more clearly. From awareness comes action: the next step in building fairer, more sustainable supply chains for all.

## 1.2 Historical practices shaped today’s global trade

Historical practices such as colonisation, mercantilism, the slave trade, industrialisation, and modern trade policies created the global supply chain structures we see today. They led to unequal distribution of resources, shaped labour systems, and built the logics and legal frameworks that still organise production and trade.



**Mercantilism (16th - 18th Centuries)** was an economic system of trade which established the idea that a country's wealth depends on controlling trade and resources. Early mercantilist policies and chartered companies created long-distance extraction and export systems. They prioritised urban industries and legal and financial practices that supported an economy based on exports. Due to the supply flows needed for exports, mercantilism also created the demand for a massive, cheap labour force to extract raw materials from the colonies as efficiently as possible.

#### FACILITATOR NOTE:

Understanding this lineage helps link products to power, labour rights, and environmental justice, essential for informed advocacy and ethical action.

**The slave trade and forced labour (18th and mid-19th centuries)** channelled enormous human and material wealth into European economies. This accelerated capital accumulation and shaped the international division of labour. Profits, infrastructure, and commodity systems tied to slavery helped to finance and direct early industrial expansion. The exploitative labour practices and unequal economic geographies created in this period still mirror sourcing patterns today. The slave trade was not an accident of history; it was the economic engine that made the mercantilist system work. It generated the raw materials for European industries, and the capital needed to fund the next great economic leap.

**Industrialisation (18th to early 20th centuries)** increased the scale of production and logistics, transforming artisanal and local manufacture into factory-based mass production. Advances in machinery, railways, steamships, and later container shipping created the physical capacity to move goods faster and in larger quantities, while urbanisation supplied factory labour. These technological and organisational shifts created the factory-to-market model and centralised

distribution systems, central to modern supply chains. Industrialisation was directly financed and supplied by the mercantilist-slavery system. The factories that defined the modern era were built on a foundation of capital accumulated through slavery and were fed by the raw materials extracted by enslaved people.

**Modern trade policies (1947 to now)** and economic liberalisation added new rules and corporate strategies onto these older structures. Twentieth-century trade liberalisation, multinational corporations, and outsourcing made production a cross-border operation. It created complex networks of supply and differences in regulations between countries. At the same time, new policy developments sometimes follow old mercantilist logics. States now balance open markets with strategies to protect their own industries and supply chains.



In summary, the global economic system we live in today was not designed on a level playing field.

It is the direct descendant of a system built on extraction, exploitation, and profound inequality.

Understanding this history is crucial to making sense of modern debates about fair trade, economic justice, and global inequality.

# Module 2

## The People and Planet Behind Products

In this module, you'll go beyond the basic mechanics of supply chains to examine their human and environmental impacts. You will think critically about global responsibility and systemic change, and be introduced to core supply chain concepts from both social and ecological perspectives. To help you guide discussions and activities that connect human rights and environmental issues to the everyday products we use.

### Universal Declaration of Human Rights Article 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.



## 2.1 Human Rights Impacts

### Labour Rights & Fair Wages

Labour rights are not just workplace rules; they are fundamental human rights enshrined in international law. The Universal Declaration of Human Rights (Article 23) guarantees the right to just and favourable conditions of work, equal pay for equal work, and protection against unemployment. The International Labour Organization (ILO) has identified core conventions that prohibit child labour, forced labour, and discrimination, and that protect the rights to

freedom of association and collective bargaining.

Global supply chains often undermine these protections. The legacy of colonial trade systems means that cheap labour and resource extraction is part of the fabric of global trade. These structural inequalities created by the colonial system persist today, reinforced by many industries and global brands which still rely on low-wage labour in the Global South to produce goods consumed in the Global North. This allows them to minimize costs and maximize profits, often at the expense of workers' rights.



**Garment workers in Bangladesh earn a minimum wage of less than \$113/month, while living wage estimates are more than double that.**

### Definitions

**Child labour:** Work that harms children’s health, development, or education, including hazardous tasks or jobs that interfere with schooling.

**Forced labour:** Work done under coercion or threat, where people cannot leave freely, such as bonded labour or trafficking.

### Key issues:

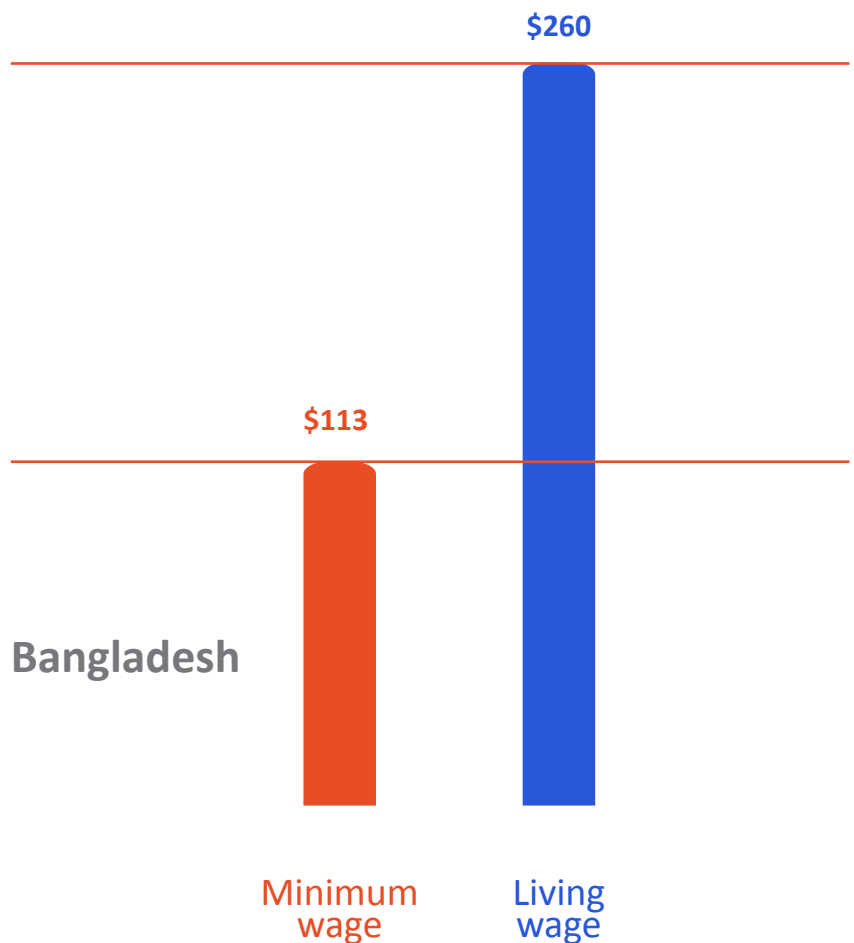
**Child labour:** Millions of children work in hazardous conditions, especially in agriculture, mining, and textiles. This perpetuates cycles of poverty and denies education.

**Forced labour:** Workers coerced through threats, debt bondage, or trafficking remain embedded in supply chains, from fishing fleets to construction projects.

**Freedom of association:** In many countries, workers are prevented from unionizing or face retaliation when they demand fair treatment.

### MINIMUM WAGE vs LIVING WAGE

\_\_\_\_\_ in the garment industry \_\_\_\_\_





### MINIMUM WAGE

The legal floor set by governments, often insufficient to cover basic needs.

### LIVING WAGE

the income required for food, housing, healthcare, education, and dignity.

## Working Conditions & Safety

Unsafe working conditions are a recurring theme throughout the history of supply chains. From colonial mines to modern garment factories, workers have endured long hours, poor ventilation, exposure to toxic substances, and unsafe buildings. These risks are not accidents of history, they are the result of systemic pressures to produce goods quickly and cheaply.

### FACILITATOR NOTE:

Discussing labor exploitation can be heavy. Balance with empowering solutions and focus on systemic change rather than inducing individual guilt.

Supply chains are designed to maximize efficiency and minimize costs. This relentless pressure often leads suppliers to cut corners on safety, ignore worker complaints, or push

employees into excessive overtime. Brands benefit from fast production cycles and low prices, yet often distance themselves from responsibility when disasters occur. They claim that conditions are beyond their control. In reality, the purchasing practices of global companies, tight deadlines, low prices, and demand for flexibility contribute to unsafe environments.

Examples:

- Mining disasters (19th–20th centuries): Coal and mineral mines across Europe, the Americas, and Africa revealed the dangers of unregulated extraction. Workers faced cave-ins, toxic dust, and explosions. They were rarely given protective equipment and could not claim compensation. These tragedies highlighted the need for safety standards.
- Rana Plaza factory collapse (Bangladesh, 2013): Over 1,100 garment workers died and more than 2,500 were injured when a building with multiple factories inside collapsed. Workers had reported visible cracks in the structure, but were forced to return to work under threat of losing wages. The disaster exposed the human cost of fast fashion and led to global campaigns for transparency and safety,

including the Accord on Fire and Building Safety in Bangladesh.

### Supply chain connection

Global supply chains are built on a simple idea: producing goods as cheaply and quickly as possible. This allows companies to increase profit margins, consumers to access cheap goods, and suppliers to gain contracts. But not everyone benefits from this model. To keep costs low, many companies outsource production to suppliers in low-cost regions, often in the Global South. Factories in Bangladesh, Vietnam, or Ethiopia, for example, produce clothing for major fashion retailers, while electronics are assembled in China or Mexico. Workers in these factories often suffer from the poor conditions and lack of rights outlined in the previous section.

This creates what we call a responsibility gap. Companies profit from the system, they control the flow, set prices, and dictate deadlines. Yet, they take limited accountability for what happens inside supplier factories. When abuses occur, companies often distance themselves, saying the problems lie with subcontractors or local governments. Yet

the pressure to cut costs and deliver quickly comes directly from the companies themselves.

The structure of supply chains makes accountability even harder. The flow of production is complex: a company works with a supplier, who may subcontract to smaller factories, which in turn relies on informal workers. These multiple layers can make it easier to hide exploitation or distance companies from it. Child labour in cotton fields, forced labour in fishing fleets, or unsafe conditions in garment factories are all linked to the decisions of global companies, even if those companies never directly employ the workers.

For you as a youth worker or trainer, understanding this narrative is crucial. It shows the human systems, power and responsibility behind supply chains. Every product can be linked to a story of labour, dignity, and exploitation. By making these connections visible, you can support young people to see why change is needed, motivating and informing them, ready to take action and demand responsibility.

## 2.2 Environmental & Ecological Impacts



### Resource Extraction & Pollution

Every supply chain begins with nature. Mining, drilling, logging, and farming provide the raw materials for textiles, electronics, food, and consumer goods. These activities often cause habitat destruction, soil degradation, and water pollution. For example, textile dyeing is one of the largest industrial polluters of freshwater, releasing untreated chemicals into rivers.

Global companies depend on cheap raw materials, often sourced from regions with weak environmental protections. Much like in the field of human rights, this creates a responsibility gap. Companies profit from extraction, but externalize environmental costs onto communities and ecosystems in other parts of the world.



**The fashion industry accounts for up to 20% of global wastewater due to dyeing and finishing processes.**

#### Key facts

- The fashion industry accounts for up to 20% of global wastewater due to dyeing and finishing processes.
- Cobalt mining in the Democratic Republic of Congo contaminates soil and water, exposing communities to toxic heavy metals.
- Industrial agriculture contributes to deforestation and biodiversity loss, driven by monoculture farming and land clearing for livestock

## Carbon Footprint & Climate Change

Supply chains are global, meaning goods travel thousands of kilometres before reaching consumers. This creates significant greenhouse gas emissions from transport by air, sea, and land. Concepts like “food miles” and “product miles” measure the distance goods travel and their climate

### FACILITATOR NOTE:

Avoid overwhelming participants with only negative impacts; highlight innovations like circular fashion, renewable energy logistics, or zero-waste campaigns.

impact.

Companies design supply chains for speed and cost efficiency, often ignoring climate impacts. Consumers rarely see the hidden emissions behind everyday products.

#### Key facts

- Shipping accounts for 2-3% of global CO<sub>2</sub> emissions, making it one of the largest transport emitters.
- Air freight emits up to 47-50 times more CO<sub>2</sub> per tonne-kilometre than sea freight, making it the most carbon-intensive transport mode.
- Fast fashion supply chains rely on rapid transport, increasing emissions and undermining sustainability.

## Waste & Linear vs. Circular Models

The dominant supply-chain model is linear: “take-make-dispose.” Raw materials are extracted, products are made, consumed, and discarded. This leads to massive waste streams, especially in textiles and electronics.

Companies often design products for short lifespans (fast fashion, planned obsolescence in electronics). This accelerates a product’s journey to becoming waste. Companies could instead design for durability, repairability, and recyclability.

#### Key facts

- The world produces 92 million tonnes of textile waste annually, with China and the US as the largest contributors.
- In 2022, the world generated 62 million tonnes of e-waste, but only 22% was formally recycled; the rest ended up in landfills or exported to poorer countries.

## Supply chain connection

As we have learned, supply chains begin not in factories or warehouses, but in nature itself. Forests, soils, rivers, and minerals are the true suppliers of the goods we use every day. However, a system based on overconsumption drives deforestation, soil degradation, and biodiversity

loss. Mining and drilling scar landscapes and pollute water sources, often on Indigenous lands where communities bear the brunt of ecological harm.

The truth is, our economies are built on borrowing from the Earth, and one day we will have to pay back the ecological debt. The extraction of resources contributes directly to climate change, through greenhouse gas emissions, and destruction of carbon-absorbing forests. Yet the communities most affected by these impacts are often those who contributed least to the problem. This is the essence of climate justice: to ensure that vulnerable groups, especially Indigenous peoples and low-emission communities, are protected from and compensated for damages they did not cause.

As a youth worker, you can help young people make a clear and conscious connection between the products they use and their impact on nature. From raw material extraction, through manufacturing and transport, all the way to use and disposal. By understanding this full journey, young people are

better able to evaluate the ecological footprint of a product and make more mindful and informed choices about what they buy. In combination with the right tools and support, this understanding can empower advocacy efforts aimed at influencing policies and changing systems.

#### Resource List for Facilitator:

- **Documentary Clips:** The True Cost (fashion), Story of Stuff (animated shorts).
- **Websites:** Good On You (brand ratings), Fashion Revolution's transparency reports.
- **Tools:** Environmental Paper Network Calculator, Carbon Footprint calculators.

# Module 3

## Be a Conscious Consumer and Changemaker

Welcome to module three. This is where you'll move from awareness to action. We begin with a core concept: conscious consumption. Being more careful about where our money goes is a powerful first step, but individual choices alone cannot fix a broken system. So, how do we move beyond individual action?

The final, crucial step is to empower young people to become advocates for systemic change.

Advocacy is the bridge that connects our awareness to real-world transformation. It empowers young people to challenge unfair practices in global supply chains and demand accountability from both companies and policymakers.

To be effective advocates, however, we must know our stuff. We need to be able to distinguish truth from deception. Companies and brands spend billions on advertising and public relations to

shape our perceptions. They tell us compelling stories about their products, stories of happiness, convenience, and style. But often, the most important parts of the story are the ones they intentionally leave out.

This module will give you the tools to find that hidden story and use it to drive change.

**Conscious consumption: engage in the economy with more awareness of how your choices impact the environment and society as a whole.**



### 3.1 Why Advocacy?

Advocacy is the act of speaking out, mobilizing, and influencing decision-makers to bring about change. In supply chains, advocacy means pushing companies, governments, and institutions to take responsibility for both the human and environmental impacts of their operations. Being a conscious consumer is important, but systemic change requires collective action and sustained pressure.

Supply chains are complex and global, stretching across multiple countries and involving millions of workers and ecosystems. As we've explored in the previous sections, this complexity creates a responsibility gap: companies benefit from cheap labour and raw materials but distance themselves from abuses. Advocacy fills this gap by demanding accountability, transparency, and justice.

#### Why Advocacy Matters in Supply Chains

**Human rights protection:** Advocacy ensures that issues like child labour, forced labour, and unsafe working conditions are not ignored. Youth campaigns have successfully pressured brands to sign binding agreements, such as the Bangladesh Accord on Fire and Building Safety after the Rana Plaza disaster.

**Environmental justice:** Advocacy highlights the ecological footprint of products, from deforestation to carbon emissions. Youth movements have pushed for bans on single-use plastics and stronger climate commitments.

**Climate justice:** Advocacy connects supply chain impacts to global inequalities. Communities least responsible for climate change often suffer the most. Youth-led campaigns at the UN and the International Court of Justice have demanded recognition of these injustices.

**Political influence:** Advocacy attempts to influence legislation. One example is the EU supply chain law, which was intended to oblige companies to protect human rights and environmental standards along their supply chains.

## Where to advocate in the chain?



### Fashion

Advocate for transparency in garment production where worker exploitation and unsafe conditions are common. Push brands to disclose who they work with, pay living wages, and use sustainable materials.

Target: major brands and consumer awareness campaigns.



### Tech

Focus on conflict minerals and e-waste. Electronics involve mining linked to child labor and exploitative factory conditions. Demand ethical sourcing, right-to-repair laws, and responsible recycling.

Target: tech companies' supply chain accountability.



### Food

Address agricultural exploitation from child labor in cocoa farms to migrant worker abuse. Advocate for fair trade, living wages, and transparent sourcing.

Target: Fair trade, living wages, transparent supply chains.



### Retail

Address warehouse and shop-floor worker rights. Retail supply chains involve distribution centers with gruelling conditions, surveillance, and precarious contracts. Advocate for safe working conditions, fair scheduling, union rights, and living wages.

Target: Secure jobs, fair working hours, union rights, and living wages.

**Advocacy is about knowing where to intervene in the chain and who holds the power.**

It can be divided into three levels:

#### 1. Community-Level Advocacy (Changing Local Norms)

- Focus: Consumption and disposal, how products are used and discarded.
- Repair Cafés: Host events where people fix clothes or electronics, challenging throwaway culture.

- Fair Trade Campaigns: Partner with local cafés or shops to stock ethically sourced products.
- Documentary screening: Host documentary screenings on unethical labour conditions or environmental harm in global supply chains, followed by facilitated discussions to engage local audiences and encourage critical reflection.

## 2. Corporate-Level Advocacy (Changing Business Practices)

- Focus: Extraction, production, and distribution — how companies source and manufacture goods.
- Social Media Campaigns: Use hashtags like #WhoMadeMyClothes or #WhatsInMyPhone to demand transparency.
- Support Ethical Brands: Promote and buy

from companies certified by Fairtrade or other ethical labels.

- Shareholder Activism (Advanced): Explore how activist investors pressure companies to address labour and environmental issues.

## 3. Policy-Level Advocacy (Changing the Rules of the Game)

- Focus: The entire system, laws and regulations that govern supply chains.
- Carbon Tax Advocacy: Show public support (e.x, sign and promote petitions) for policies that make polluters pay for emissions during production and transport.
- Join Global Movements: Connect with initiatives like Fashion Revolution or the Fair Trade movement by joining a local group or organizing an event.

### Unfair Hot Chocolate Stand

Set up a stand at your fair or event where everyone pays the same fixed price for hot chocolate, but the amount they receive depends on the number they choose from 1-6. Choosing numbers 1-5 gets you the tiny “farmer size” cup, while choosing 6 gets you the large “company owner” cup.

This activity demonstrates the inequality built into supply chains: the profits are concentrated in the hands of owners. Meanwhile, cocoa farmers receive only a small fraction of the final product’s value despite growing and exporting the beans that make our chocolate possible.

What you need: hot chocolate, two cup sizes (small and large), a stand, and a board displaying numbers 1-6 for participants to choose from.



## Tools for Advocacy

### What I Want to Achieve - My Goal

This reflection tool is useful for participants to clarify motivation and define what they want to achieve through their advocacy action.

Before jumping into planning, you need to understand why you care and what you're working towards.

Share your goal with others in your group. Talking to others can help make your goals more clear or specific, and find commonalities. Keep your statement, you can return to it whenever you need to remember why you started.

### WHAT I WANT TO ACHIEVE - MY GOAL

*Take time to reflect on what drives you: what injustice or problem do you want to address?  
Write one clear sentence describing your goal and what you want to achieve through your action*

*Make sure your goal is:*

*Clear: Easy to understand and specific*

*Inspiring: Motivates you and others to take action*

*Meaningful: Reflects what truly matters to you*

*Example: "I want to ensure garment workers earn living wages so they can support their families with dignity"*

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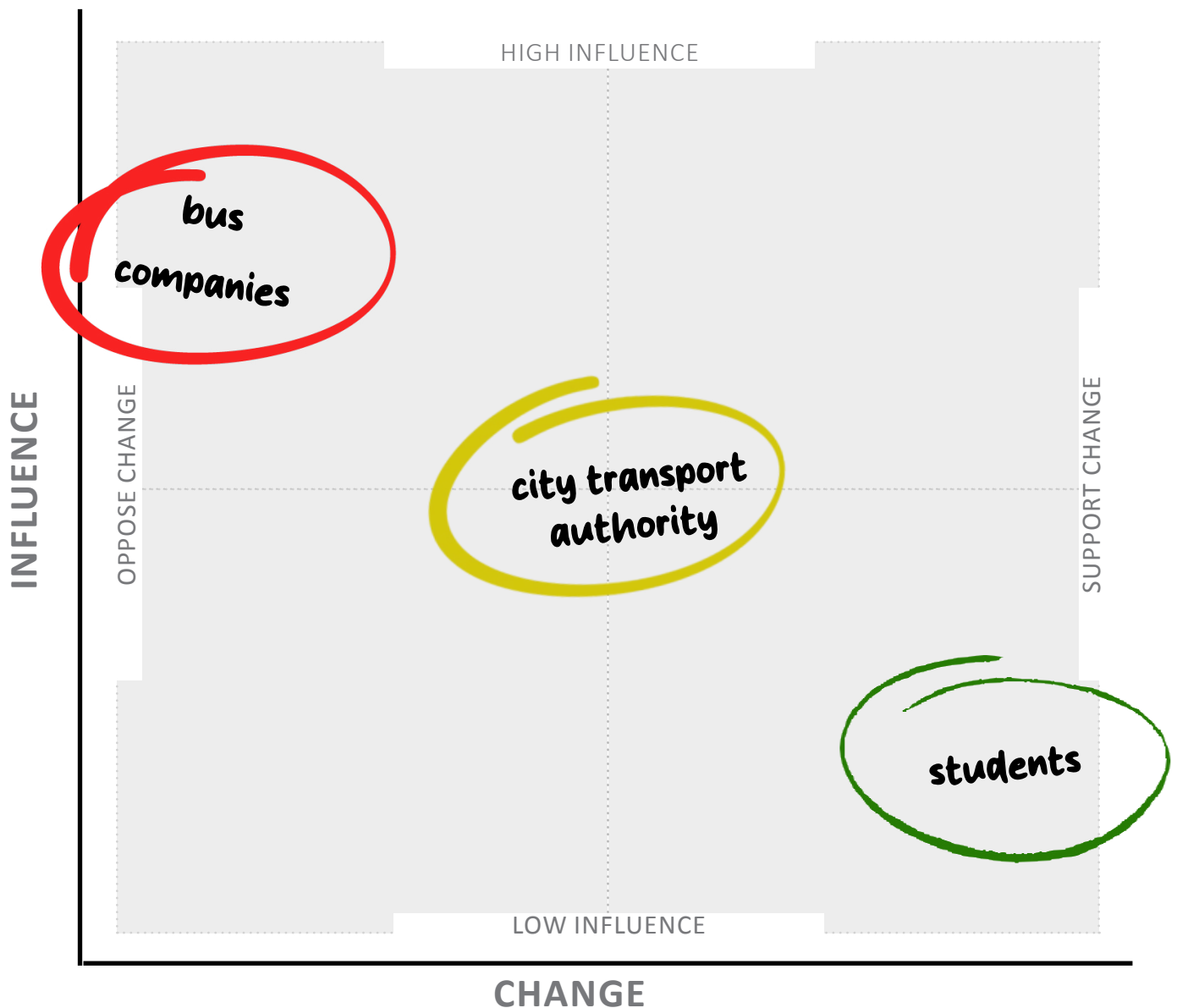
### Shifting Power

Once you know your issue, this visual tool helps to identify who has the power to create the change you want, and how to influence them.

How to use:

1. Draw a target with concentric circles
2. The centre is the bullseye: the decision-maker with most power
3. Identify other key players in your issue, and place on the map based on their influence level
4. Color-code them: green (allies), yellow (neutral), red (opponents)
5. Identify connections between people - who influences whom?
6. Plan your strategy: move neutrals to allies, pressure decision-makers through their connections

Example: If campaigning for safer public transport at night, the city transport authority is the bullseye, bus companies and local politicians hold influence, students and community safety groups are allies, and you map pathways to reach the authority through surveys, social media visibility, and pressure from supportive councillors.



### 3.2 Media Literacy

Whether we're fully aware of it or not, the media plays a central role in our everyday lives. Not just personally, but also youth work and advocacy. From scanning headlines to sharing campaign updates or responding to global events, we are constantly navigating a flood of digital content. Media shapes narratives, public perception, and even policy. The media also influences us. The content we consume and circulate can subtly influence our values, for better or worse.

**FACILITATOR NOTE:**

Encourage young people to ask themselves when shopping: "Do I really need this?" "Can I buy it second-hand?" "Can I repair what I already have?" "Which option will last the longest?"

### About Media Literacy

Media literacy is the ability to access, analyze, evaluate, and create media with critical awareness. In a digital environment where facts and misinformation spreads fast, this skill is essential for effective advocacy.

The media shapes public discourse and frames social justice issues. Being media-literate means understanding the motivations behind messages, recognizing bias, and knowing the difference between genuine grassroots voices and hidden interests.

In advocacy work, we need the media to raise awareness and mobilize support. However, media messages aren't always neutral or accurate, especially when powerful interests are involved. Misleading headlines, sponsored narratives, and manipulated data can shift public opinion in ways that undermine human rights or environmental



protection. Without critical media literacy, we may accidentally spread misinformation or reinforce harmful stereotypes.

## How the Media Influences Our Behaviour

The media's "logic of visibility" dictates what goes viral, what gains sympathy, and what gets ignored. This has an influence on which issues matter and which are overlooked.

Research shows media shapes perceptions of body image, consumerism, and social norms. The same mechanisms affect how we view supply chain issues like global inequality, sustainability, and corporate responsibility. Media can inspire action and empathy, as seen during COVID-19 when social media spread lifesaving information. But it can also mislead, polarize, and distract.

Digital platforms run on attention. The more a post is shared or liked, the more it spreads. For anyone advocating for justice online, this creates a dilemma: the drive to go viral versus the duty to communicate ethically. Social media can bring support and attention to unheard voices and issues, but it can also flatten complex situations into slogans or slip into performative activism without real impact.

For you as an educator and youth worker, the challenge is to help young people navigate these complexities with confidence. To do this, we need to create spaces where young people question, reflect, and explore how media shapes their worldview. By using real examples and current trends, we can invite discussion rather than judgment. When young people investigate alternative narratives, fact-check viral claims, or produce their own content with integrity, they reclaim agency. When educators and youth workers facilitate these spaces with curiosity and respect, we show that media literacy is not about fear, it's about empowerment, justice, and the courage to speak truthfully in a world of algorithms and agendas.

The EU Supply Chain Act (Corporate Sustainability Due Diligence Directive) shows why media literacy matters for advocacy. This law holds companies accountable for human rights violations and environmental damage in their supply chains; a crucial step toward ethical global trade. Human

rights groups support the Act and emphasize the urgent need for protections for workers, communities, and ecosystems. But the debate is politically charged. Industry lobbies often fight this law, saying that it threatens competitiveness in the market or creates extra red tape. They finance campaigns, studies, and influencers to spread these views.

## Media literacy means asking critical questions:

**Who benefits from this narrative? What's missing? Is this truly neutral?**

We want young people to have confidence asking: Who benefits from this narrative? What's being left out? Is this really neutral information? When advocating on supply chains, shaping the story is as important as shaping policy.

### Resource for facilitator:

<https://edoc.coe.int/en/media/11284-media-literacy-for-global-education-toolkit-for-youth-multipliers.html>

## Empowering Young Minds

The following workshop activity ideas offer you inspiration on how to help the young people you work with to put media literacy into practice. They focus on how to critically analyze media, identify hidden power dynamics, and engage with global justice topics in creative and empowering ways. They aim to build confidence, curiosity, and agency in the digital space.

Each workshop is just an outline, and can be adapted to different age groups and settings.



### “Values vs. Virality”: Ethical Storytelling Online

In this session, you will invite participants to explore real examples of NGO or activist storytelling that went viral. Offer examples of both those that inspired positive action and those that triggered backlash. Together, the group should reflect on what makes a message powerful but also respectful. Focus on recognizing the fine line between raising awareness and reinforcing stereotypes. Through discussion, participants learn how to tell stories about complex global issues which are accurate, inclusive, and empowering.

### “Reality Check”: Spotting Misinformation in Supply Chains

In this session, you will give some case studies misleading media content such as fake news, greenwashing ads, or influencer posts related to ethical production. Working in small groups, young people test out simple fact-checking tools like reverse image search or source tracking to uncover what’s real and what’s not. The goal is to build practical skills for recognizing manipulation and misinformation. Try to use relevant examples covering global supply chains and justice-related topics.

### “Create Your Own Media Campaign”

This is a creative session, where participants design

their own short awareness campaign focused on global supply chains. They can use formats like Instagram posts, TikTok explainers, or posters, to tell real stories. For example, their story might be told from the perspective of a garment worker. The aim is to inform, empower, and promote ethical storytelling. Through this activity, participants actively apply media skills for advocacy and gain confidence in using digital tools to inspire social change (check the method “Campaign for fair chain”).

### “Lobbying for Likes?": Understanding Who Shapes the Narrative

For this session, you will need to find case studies on the EU Supply Chain Law to explore how different stakeholders such as NGOs, industry lobbies, politicians, and media shape public opinion. Help participants to identify whose interests are at play in each case, and how these influence media messaging. Through role play or a fact-checking team, young people can look for conflicting claims. The activity builds awareness of lobbying strategies and how narratives around global justice issues are formed and contested in real life contexts.

### “Influence & Impact”: Social Media Role Play

This is an interactive role play, where participants take on different perspectives. They might play

activists, factory workers, ethical consumers, or corporate PR teams. Each group is assigned a role, and works on acting out short social media posts around a supply chain issue like child labor or fair wages. You can follow the performances with a reflection on how storytelling and framing influence visibility and impact. The session highlights how different voices shape narratives and how power affects who gets heard.

### FACILITATOR NOTE:

Share these apps with young people to help them make informed, ethical purchasing decisions:

**Good On You (goodonyou.eco)**  
Rates fashion brands on workers' rights, environment, and animal welfare. Find ethical alternatives to your favorite brands.

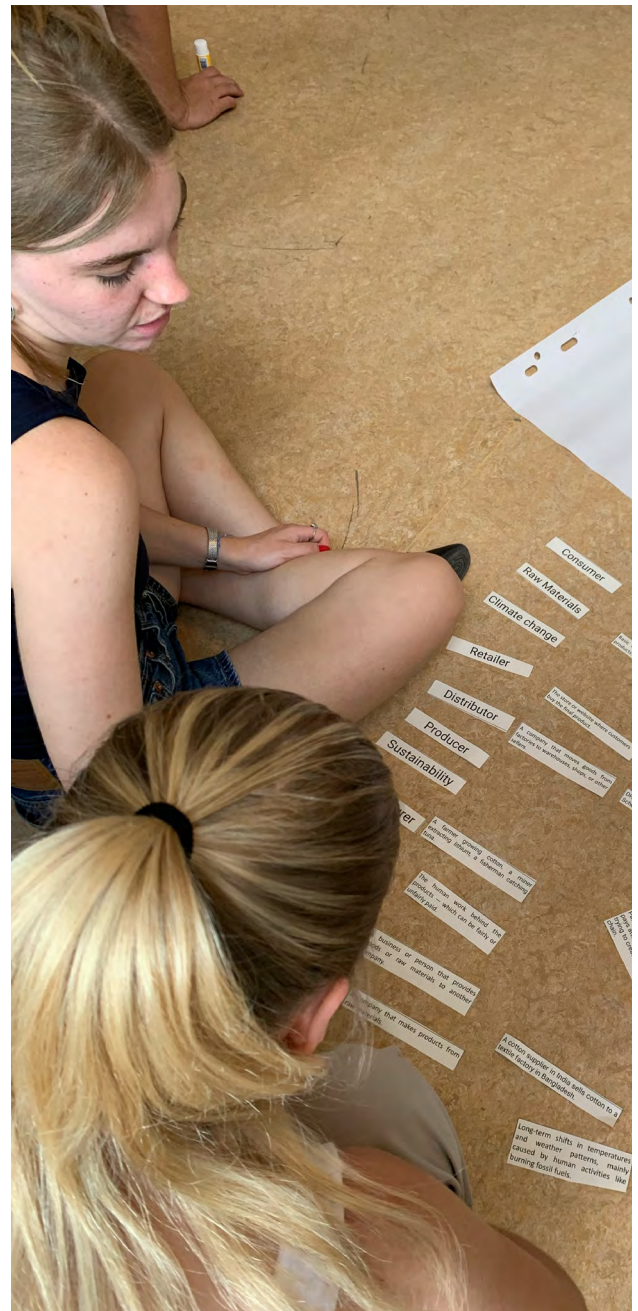
**Buycott (buycott.com)**  
Scan barcodes to see who owns the product and join campaigns supporting fair practices or boycotting harmful companies.

**Fair Trade Finder**  
Locate fair trade certified products and stores nearby that ensure fair wages for farmers and workers.

**Think Dirty (thinkdirtyapp.com)**  
Check cosmetics and personal care products for harmful chemicals and ethical production.

**Ethical Barcode (ethicalbarcode.com)**  
Get ethical ratings on food, fashion, electronics, and more across thousands of products.

Encourage participants to download one app and test it next time they go shopping, then share their findings with the group.



### “Spot the Spin”: Deconstructing Media Messages

Spot the Spin has young people working in groups to analyze a variety of media content including ads, campaigns, influencer posts, and news stories related to supply chains. Provide them examples and guiding questions which help them examine who created the message, why it was made, and what might be missing. The goal is to uncover hidden bias, persuasive techniques, and marketing strategies. This will help them with critical thinking and media awareness in the context of global justice communication.

## 3.3 Why get involved in Supply Chain advocacy?

### Resilience in a changing world

Young people today grow up in a world shaped by overlapping global crises. Climate breakdown and biodiversity loss, social and economic inequalities, migration caused by conflicts, rising authoritarianism, and the challenges of digitalization including misinformation and polarization. These complex realities impact their daily lives as well as their perceptions of the future. Constant exposure to negative news often leads to withdrawal and emotional exhaustion. This is especially critical during adolescence, a period which can already feel overwhelming.

One specific dimension that connects many global crises is global supply chains. Understanding supply chains helps to break down global justice and economic inequality. However, these challenges can also overwhelm young people, triggering feelings of helplessness, anxiety, and disengagement.

In this context, resilience and adaptability help young people to thrive amid adversity. These qualities help young people to have the emotional strength and practical tools to face uncertainty and stay engaged.

At the core of resilience development are the seven pillars:

- **Optimism:** Maintaining hope for a better future despite difficulties.
- **Acceptance:** Recognising and adapting to realities beyond one's control.
- **Solution-orientation:** Focusing on actions and possibilities rather than problems.
- **Leaving the "victim" role:** Taking ownership of one's agency and decisions.
- **Taking responsibility:** Becoming an active participant in shaping society.
- **Networking:** Building supportive relationships and communities.
- **Future planning:** Setting goals and envisioning positive change.

### Mental health & activism

As we've noted, young people's constant awareness of global challenges can cause emotional stress. Climate anxiety, social unrest, and economic uncertainties can lead to burnout, despair, or disengagement from civic life. Yet activism, including around fair supply chains and social justice, can be a powerful antidote. It can offer a sense of purpose, community, and agency, which are crucial for positive mental health. As youth workers, you create safe and empowering spaces (emotional, social, physical, and cultural) where young people can process their emotions, build hope, and develop strategies together. Group resilience (where communities support and sustain one another) is just as important as individual resilience.

### Self-reflection & Consumption

Sustainable consumption is a key dimension of global justice and responsible supply chains, but it is also a personal challenge. Awareness of fair and ethical consumption has grown, but barriers such as convenience, price, lifestyle, and social norms sometimes make it hard to change behaviours. Research from behavioral economics and social psychology shows that knowledge alone is not enough to change consumption habits (Thøgersen, 2010; Gifford & Nilsson, 2014). Factors such as cognitive dissonance (the mental discomfort from conflicting values and actions) can result in either behavior change or rationalization of harmful habits.

Youth workers like you can support young people to engage in self-reflection around their consumption. When they can link their personal choices to larger global systems, such as supply chains and their social and environmental impacts, they can make more empowered choices. Examples from youth activism highlight this connection: movements like "Fridays for Future" encourage critical reflection on travel, diet, and clothes. "Extinction Rebellion" emphasizes personal responsibility alongside collective action, and networks like "Slow Food Youth" combine meetups and events with education about ethical food production and consumption. These youth-led approaches make fair consumption less abstract or judgmental and more accessible, engaging, and personal. Making these links empowers young people to see their

own power and responsibility within the supply chain, while recognising the bigger picture of advocating for fair supply chains and social justice on European and global levels.

### 3.4 European dimension

As youth workers in Europe, we carry a particular responsibility: European consumers, companies, and institutions are embedded in global supply chains that impact communities and environments worldwide. Our actions, policies, and consumption habits have direct consequences far beyond our borders.

In recent years, the development of the EU Corporate Sustainability Due Diligence Directive (often called the EU Supply Chain Law) has sparked significant public debate and mobilization across European civil society. This proposed legislation aims to hold European companies accountable for human rights and environmental standards across their entire global supply chains. This legislative process has sparked action from a range of civil society actors, from youth movements and NGOs to trade unions and ethical businesses. Working together to push for stronger, enforceable standards that promote fairness and sustainability. For young people, engaging with this process is a powerful way to connect local actions with global change and to contribute to shaping a more just economy.

By supporting young people to get involved in campaigns around the EU supply chain law, we can encourage active citizenship and political empowerment and counter feelings of helplessness and disengagement. It shows young people that their voices matter and that collective action can have an influence. Through drawing connections between personal reflection on consumption and awareness of ongoing policy debates and activism, young people find their role within the broader European responsibility to promote fair and sustainable supply chains. This connection enhances their motivation and ability to act. Not only as consumers but as informed, engaged members of a vibrant European civil society dedicated to global justice.

**Climate crisis**  
 Biodiversity loss Global warming Natural disasters Climate justice Global injustice Global South Migration Crises Conflicts Right-wing populism Anti-democracy Integration Xenophobia Internal security Identity Aging population Demographic change Welfare state Economic change Trade conflicts Geostrategy Youth unemployment Digitalization Social interaction Screen time Hate speech Radical positions Fake news Polarization Friend-enemy schemes Political discourse Filter bubbles Artificial intelligence (AI) Labor market Resource hunger Electricity consumption Rare earths Strategic partnerships Dependencies Monopolies Tech companies Concentration of power Wars Ukraine Middle East Democracy Loss of trust Radical parties Identity debates Role models Minority rights

# Module 4

## In Practice: Actions & Methods

### 01 “Escape Unfair Supply Chains”

Through the From Chains To Bridges project, we have developed an ambitious method for working with young people on global supply chains. It is the Escape Room ‘Escape Unfair Supply Chains.

It is intended for groups of 4 to 6 people aged 13 to 30. Through this escape room, participants will simulate a global investigation into greenwashing malpractice by a multinational corporation. They will uncover clues through secret codes, audio messages, and by paying attention to details. Finally, the activity includes a reflection session in

which the knowledge acquired is shared, and the events experienced are discussed.

The material is available in English, Spanish, German, Polish, and Romanian. It is completely free to use and easy to replicate: all you need is some office supplies, a few printed sheets of paper, and smartphones.

<https://www.jugendeinewelt.at/engagement/bildungsarbeit/from-chains-to-bridges/escape-room-from-chains-to-bridges/>



## 02 Supply chain advocacy

This session introduces participants to advocacy strategies for supply chain justice, using visual storytelling, policy analysis, and strategic thinking tools.

<b>Aims</b>	To recognize advocacy actions, identify key supply chain challenges, and understand policy-making.
	To learn about advocacy strategy and how to get started.
<b>Keywords</b>	Advocacy, tactics, visual storytelling, policymaking, Corporate Sustainability Due Diligence Directive (CSDDD), law-making circle, justice
<b>Duration</b>	180 minutes
<b>Group size</b>	10–30 participants
<b>Materials</b>	15-20 printed advocacy action photos, Flipchart paper and markers, Law-making circle model diagram, Advocacy tactics handout, Advocacy Circle visual poster, Supply chain challenges cards
<b>Facilitator note</b>	For shorter time: Skip law-making circle deep dive, reduce tactics to 6-7, and combine exploration of challenges with Advocacy Circle introduction
	Emphasis: Different laws require different advocacy strategies. Some need public pressure, others need technical expertise or coalition-building. Let's explore this deeper
	End with empowerment, leave participants feeling capable, not overwhelmed.
	This activity requires an intermediate understanding of advocacy.

### Methodology

#### 15' Photo gallery

Display 15-20 images around the room showing different advocacy actions: protests, petitions, workshops, street art, social media campaigns, meetings with officials, community organizing, etc.

Invite participants to walk silently around the gallery, observing each image carefully

- Instructions: look at each photo and notice what catches your attention. Which image speaks to you? Which one makes you think 'This is advocacy'? Choose one photo that resonates with you and stand near it.

#### 15' Discussion

Once everyone has chosen, form groups of 2-3 people standing near the same or adjacent photos. Using the following questions:

- Why did you pick this image?
- What makes this feel like advocacy to you?
- What action is being taken and by whom?

Groups share briefly within their small circle.

#### 15' Deep Dive Discussion

Regroup into larger circles of 4-5 participants (mixing people from different photos).

Questions to explore:

- Why does this image feel like a call to action?
- What issue does it highlight and how?
- If this photo were part of a campaign, what would its slogan be?

Each small group discusses and prepares to share one key insight with everyone. In 3 minutes each group shares a campaign slogan idea.

Note: leave the photos out at this stage, they are

**PHOTO ANALYSIS WORKSHEET**

Group Members: .....

Our chosen photo shows:  
.....

1. Why does this image feel like a call to action?  
.....

2. What issue does it highlight and how?  
.....

3. If this photo were part of a campaign, what would its slogan be?

CAMPAIGN SLOGAN:  
.....

Key insight to share with everyone:  
.....

needed for the next part.

**30' Policy Advocacy**

Divide participants into 2 teams. Display key EU supply chain laws (page 32) on a flipchart:

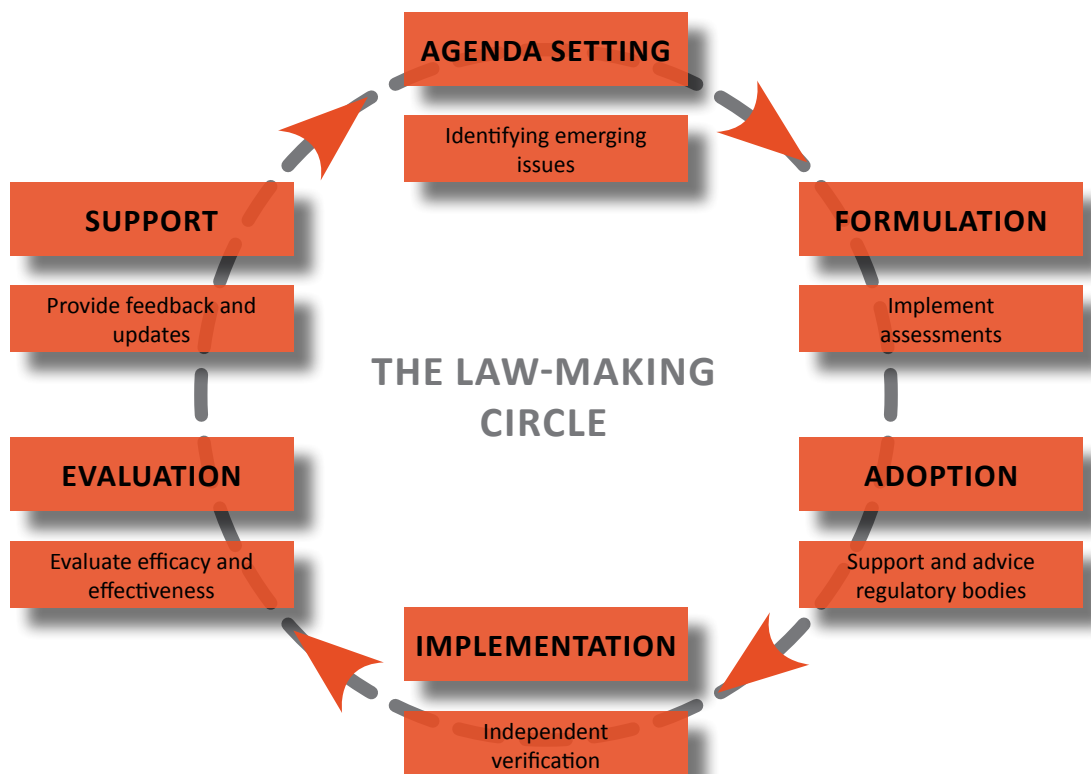
- Team A: Corporate Sustainability Due Diligence Directive (CSDDD) - Requires companies to identify and address human rights and environmental risks in their supply chains
- Team B: EU Deforestation Regulation (EUDR) - Bans products linked to deforestation from entering EU market

Challenge:

Look back at the photo gallery. Which image best represents advocacy for your assigned law? Choose one photo that reflects what campaigning for this policy might look like.

Teams have 5 minutes to:

- Discuss their assigned law
- Return to gallery and select one image
- Prepare a 1-minute explanation of why they chose it



Each team presents their chosen image and explains the connection to its law.

### 15' The law-making circle

Display the Law-Making Circle diagram showing the policy cycle

Walk participants through each stage, explaining where advocacy can intervene:

- Agenda Setting: Raising awareness, media campaigns, bringing issues to public/political attention
- Policy Formulation: Providing research, expert testimony, drafting proposals
- Decision-Making: Lobbying, petitions, demonstrations to influence final votes
- Implementation: Monitoring enforcement, holding companies accountable
- Evaluation: Documenting impact, pushing for improvements

Return to the photos selected by each team, and ask:

- At which stage of the law-making circle does your chosen advocacy action fit?
- What other tactics would be needed at different stages?
- Where are we now with your assigned law? (Implementation? Evaluation? Pushing for stronger rules?)

### 30' Advocacy Tactics Toolkit

Present 10 key advocacy tactics with brief explanations and examples:

1. Direct Lobbying: Meeting with decision-makers to influence policy directly. Example: Meeting with Members of Parliament to support the CSDDD.
2. Public Campaigning: Building public support through petitions, rallies, visible actions. Example: Collecting 100,000 signatures for supply chain transparency.
3. Protests & Demonstrations: Peaceful public actions showing collective demand for change. Example: Climate strikes demanding corporate accountability.
4. Media Advocacy: Using traditional and social media to shape public narrative. Example: Op-eds, interviews, viral campaigns exposing worker exploitation.
5. Coalition-Building & Networking: Partnering

with other organizations to amplify impact. Example: Trade unions, NGOs, and faith groups uniting for fair trade.

6. Research & Evidence-Based Advocacy: Producing credible data that makes the case for change. Example: Reports documenting child labor in cocoa supply chains.
7. Participatory Advocacy: Centering affected communities in advocacy efforts. Example: Garment workers speaking at EU Parliament hearings.
8. Capacity-Building for Advocates: Training others to become advocates themselves. Example: Workshops teaching youth to lobby their local representatives.
9. Strategic Use of Symbols and Culture: Using art, music, theater to communicate advocacy messages. Example: Fashion shows featuring ethical brands, street art about fast fashion.
10. Digital Advocacy: Online campaigns, hashtag movements, email actions. Example: #WhoMadeMyClothes social media campaign.

### 20' When to use which

Present 3 scenarios on flipchart. In pairs, participants discuss which tactic(s) would be most effective:

- Scenario 1: A major chocolate company refuses to disclose where they source cocoa, despite reports of child labor. → Possible tactics: Public campaigning, media advocacy, consumer pressure
- Scenario 2: The EU is considering weakening the CSDDD due to corporate lobbying. → Possible tactics: Direct lobbying, coalition-building, protests
- Scenario 3: Young people in your community don't understand supply chain issues. → Possible tactics: Capacity-building, participatory advocacy

Quick share-out: What did you choose and why?

### 15' introduce the advocacy circle

Display the advocacy circle visual

- Values: Ground yourself in what matters by clarifying the beliefs and principles that drive your commitment to change.
- Explore: Investigate the issue deeply through

research and questioning to understand root causes, affected communities, and power dynamics.

- Think: Strategise your approach by identifying targets, mapping power, building coalitions, and designing actionable campaign plans.
- Act: Take concrete action through campaigns, protests, education, consumer pressure, or community organising aligned with your strategy.
- Evaluate: Reflect on what worked, what didn't, and what you learned to strengthen future advocacy efforts and deepen impact.

**15' Go deeper in "Explore"**

Before you can act, you need to explore. Let's look at the main challenges supply chains face that we need to address through advocacy

Share the main challenges the supply chain faces:

Human Rights Issues:

- Poor Working Conditions (unsafe factories, long hours, no breaks)
- Child Labor (children working instead of attending school)
- Forced Labor (people working against their will, debt bondage)

Environmental Issues:

- High Carbon Emissions (transportation, production pollution)
- Deforestation & Resource Depletion (clearing forests for agriculture, mining)
- Pollution & Waste (toxic chemicals, plastic waste, water contamination)

Economic & Structural Issues:

- Monopolies & Power Imbalances (few companies control entire sectors)
- Complex Supply Chains (difficult to trace where materials come from)
- Hidden Costs (health impacts, environmental damage not reflected in prices)

Deceptive Practices:

- Greenwashing (companies falsely claiming to be ethical or sustainable)

**15' Personal connection**

Look at this list. Which challenge surprises you most? Which one do you want to explore further?

Participants share one word or phrase with the person next to them.

Closing: Now it's your turn. Take the Advocacy Circle home with you. Start exploring an issue that matters to you. And remember, advocacy isn't something distant or complicated. It starts with you, here, now.

EU Supply Chain Laws Reference Cards	
CORPORATE SUSTAINABILITY DUE DILIGENCE DIRECTIVE (CSDDD)	EU DEFORESTATION REGULATION (EUDR)
<p><b>WHAT IT DOES:</b> Requires large EU companies to identify and address human rights violations and environmental damage in their global supply chains</p> <p><b>WHO IT AFFECTS:</b></p> <ul style="list-style-type: none"> <li>• Companies with 5000+ employees</li> <li>• Companies with €1.5B+ turnover</li> <li>• Their suppliers worldwide</li> </ul> <p><b>ADVOCACY OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>• Pressure for stronger enforcement</li> <li>• Monitor company compliance</li> <li>• Demand transparency from brands</li> </ul>	<p><b>WHAT IT DOES:</b> Bans products linked to deforestation from entering the EU market</p> <p><b>PRODUCTS COVERED:</b></p> <ul style="list-style-type: none"> <li>• Palm oil</li> <li>• Soy</li> <li>• Beef</li> <li>• Cocoa</li> <li>• Coffee</li> <li>• Wood &amp; rubber</li> </ul> <p><b>ADVOCACY OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>• Support affected communities</li> <li>• Demand certification transparency</li> <li>• Push for expansion to other products</li> </ul>

STRATEGY CONNECTION WORKSHEET

Team Name: .....

Our assigned law/policy:  
.....

STEP 1: Understanding Our Law

In our own words, this law aims to:  
.....  
.....  
.....  
.....

STEP 2: Choosing Our Photo

We selected a photo number: .....

This photo shows (describe the advocacy action):  
.....  
.....  
.....  
.....

STEP 3: Making the Connection

This photo connects to our law because:  
.....  
.....  
.....  
.....

The advocacy tactic shown in this photo would help by:  
.....  
.....  
.....  
.....

STEP 4: Presentation Notes

Key point to share with everyone (30 seconds):  
.....  
.....  
.....  
.....

LAW-MAKING CIRCLE MAPPING SHEET

Team: .....

Our chosen photo shows:  
.....  
.....

1. Which stage(s) of the law-making circle does this advocacy action fit into? (Check all that apply)

- Agenda Setting
- Policy Formulation
- Decision-Making
- Implementation
- Evaluation

2. Why did we place it in this stage?  
.....

3. What OTHER tactics would be needed at different stages to support this law?

At Agenda Setting stage:  
.....

At Policy Formulation stage:  
.....

At Decision-Making stage:  
.....

At Implementation stage:  
.....

At Evaluation stage:  
.....

4. Where is our assigned law NOW in the policy cycle?  
.....  
.....

5. What advocacy is most urgent right now for this law?  
.....  
.....

## 03 Journey Mapping

<b>Aims</b>	To explore global supply chains. To reveal the people, places, and processes behind everyday objects, and their ethical, social, and environmental impacts.
<b>Keywords</b>	Supply chain phases, Upstream, Downstream, Global Connections
<b>Duration</b>	60-90 minutes
<b>Group size</b>	10–30 participants
<b>Materials</b>	Flipcharts, Markers or pens, Printed role cards, Printed photos
<b>Facilitator note</b>	<p>Choose items young people use daily (smartphones, snacks, fashion) to increase engagement.</p> <p>Encourage empathy by connecting products to actual workers and their stories.</p> <p>Simplify vocabulary and add visuals for younger groups; use case studies and data for older participants.</p>

### Methodology

#### 10' Introduction

Short explanation of the five key phases of the supply chain: Resources, Production, Transport, Consumption, and Waste. You can also introduce the idea of upstream (resource extraction, production, transport) and downstream (consumption, waste).

#### 30' Role-Card Activity

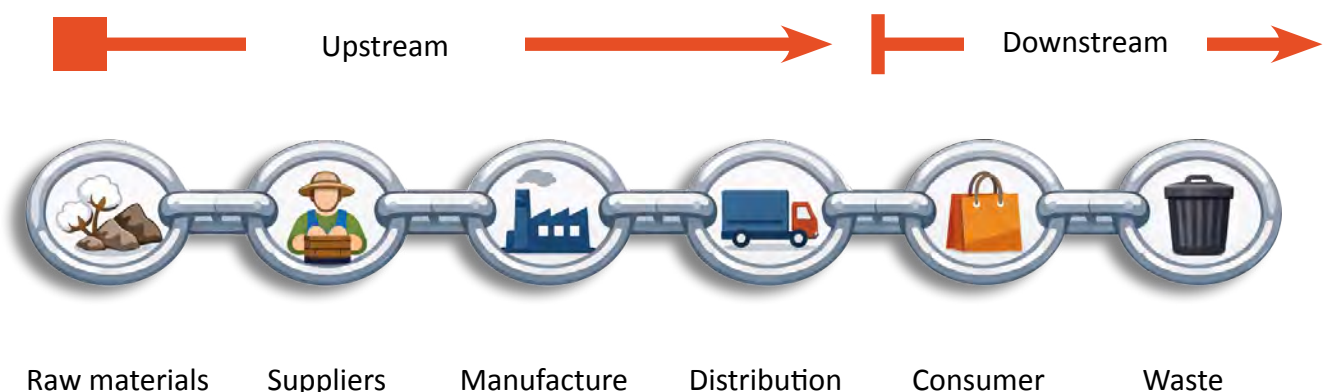
Prepare cards with photos and short descriptions of people involved in various supply chain roles (e.g. cocoa farmer in Ghana, factory worker in Bangladesh, truck driver in Germany,...).

Each participant receives one card (or more, if there are more role cards than participants).

Invite them, one at a time or in groups, to place their character on a large poster or board showing the five phases of the supply chain.

As they place their card, they read aloud who they are and what they do.

Optional: Leave space on the board for reflection notes or issue icons (e.g. 'low wages', 'pollution', 'child labour', etc.) to add complexity as the discussion unfolds.



The supply chain

### 30' Object Journey Mapping

Divide participants into small groups (3–5 people).

Assign or let them choose one everyday object (e.g. smartphone, T-shirt, chocolate bar, avocado, sneakers).

Ask them to map the object’s journey from raw material to disposal or reuse. They should identify:

- What happens in each phase of the supply chain?
- Where (geographically) these things might occur?

- Who is involved and what issues may arise?

Groups then share their object’s journeys with everyone, optionally drawing a physical “journey map” on flipcharts.

### 15' Debriefing

Discuss what participants learned or found surprising. Ask:

- What connections did they see across the phases?
- Which roles are invisible or undervalued?
- Where are the biggest environmental or ethical challenges?
- What can we do differently as consumers or citizens?

#### BLANK JOURNEY MAP TEMPLATE

Object: .....

Group members: .....

#### 1. RESOURCES

Where do the raw materials come from?

.....

What natural materials are used?

.....

Where are they extracted or harvested?

.....

Who is involved in this stage?

.....

Any problems or challenges?

.....

#### 2. PRODUCTION

Where and how is the product made?

.....

What happens to the raw materials?

.....

Where is the product assembled or processed?

.....

Who works here? What are their conditions?

.....

Any environmental or ethical concerns?

.....

#### 3. TRANSPORT

How does the product get to the store?

What forms of transport are used (ship, truck, air)?

.....

Is the product stored along the way?

.....

Who is involved in moving or storing it?

.....

Any issues (e.g. carbon footprint, working hours)?

.....

#### 4. CONSUMPTION

How do people buy and use the product?

Where is it sold? Who sells it?

.....

Who buys it and why?

.....

How long is it used for?

.....

Any concerns (marketing, overconsumption, etc.)?

.....

#### 5. WASTE

What happens after it’s no longer used?

Is it reused, recycled, or thrown away?

.....

Who handles the waste (informal workers, companies)?

.....

What is the environmental impact?

.....

Could this product be designed better?

.....

# 04 Human Threads in Global Chains

<b>Aims</b>	<p>To explore the emotional and cognitive impact of storytelling vs. statistical information when discussing unfair global supply chains.</p> <p>To empower participants to combine both approaches effectively.</p>
<b>Keywords</b>	<p>Storytelling, Global Supply Chains, Unfair Trade, Child Labor, Worker Exploitation, Statistical Literacy, Emotional Engagement, Human Rights, Consumer Awareness, Social Justice</p>
<b>Duration</b>	<p>90-120 minutes</p>
<b>Group size</b>	<p>8-24 (over 24, divide into smaller teams)</p>
<b>Materials</b>	<p>Story Cards Set, Data/Fact Cards Set, Flipchart stand and paper, Blu-tack or tape for posting</p>
<b>Facilitator note</b>	<p>Adapt the complexity of the stories and the fact-based texts to the group.</p> <p>Be sensitive about the stories chosen, to avoid reinforcing stereotypes.</p> <p>Personal stories of the participants themselves might also come up - allow them to be integrated into the method.</p>

## Methodology

### 10' Introduction & Framing

Do a short introduction on the power of storytelling when addressing global topics

Explain that the purpose of this exercise is to:

- look at how we learn from stories versus purely fact-based accounts.

### 25' Pair Work – Storytelling Exchange

**Step A:** Prepare beforehand two sets of cards:

- one titled “Storyteller”, with personal stories of people affected by unfair supply chains or success stories of actors fighting against them
- one titled “Data-sharer” with fact-based texts from reputable sources like ILO, UNICEF, etc. (possible topics: Gold Mining for Electronics & Jewelry, Fast Fashion & Textile Workers, E-Waste Dumps, Child Labor in Cocoa Supply Chains, etc.).

Divide the group into pairs and distribute the cards so that each pair has one card from each set.

Assign who goes first (storyteller or data-sharer).

**Step B:** Instruct the participants to read through their cards and prepare to re-tell their content to their partners in 3 minutes.

Once they are ready, start with the first round.

Afterwards, move to the next round, where the other partners talk about their card.

### 15' Plenary Debrief

Have a short group debriefing session and prompt participants to reflect on what they heard. Here are some questions you can discuss with the group:

- What stuck with you from your partner’s input?
- What felt more impactful — the story or the

stats?

- Why do we remember stories more easily than numbers?
- Can data ever feel as powerful as a story?
- What would be missing if we only used one or the other?

Main point: stories stay with us more than numbers, but a mix of the two is desirable when talking about complex topics such as supply chains.

#### 40' Creative Task – Story Fusion

Participants return to pair work. Their task now is to combine their inputs into one engaging story. Give them 10 minutes.

Afterwards, they share their combined stories with the group. Their stories should be 3-5 minutes long, depending on the size of the

group. Prompt them: “Your goal is to inform AND move your listener.”

Offer a guiding structure - you can have these questions written on a flipchart:

- Hook (emotion or fact)
- Who is the person?
- What is the system?
- What do the numbers say?
- What could be changed?

#### 20' Sharing & Feedback

In plenary, participants/ pairs present their data-backed stories. The group reflects: What made them effective?

Optional: voting on most compelling blends.



## 05 Journey of your Shirt

<b>Aims</b>	To understand the stages of a supply chain and reflect on the working and environmental conditions at each step.
<b>Keywords</b>	Power dynamics, working conditions, responsibility.
<b>Duration</b>	45 minutes
<b>Group size</b>	A group of 6-8 people (bigger group can be divided)
<b>Materials</b>	Roles cards, yarn ball, flipchart
<b>Facilitator note</b>	<p>Participants may feel a little lost when asked to describe their role's tasks. It is a good idea to give a brief introduction before the activity, by talking and commenting on the steps involved in raw material extraction, manufacturing, intermediaries, etc. to create some context.</p> <p>If your group is big, you can divide the participants into smaller teams, and you can compare their lines.</p>

### Methodology

#### 30' Activity

Write different cards with the names of different roles which take part in the process of creating your shirt, from the extraction of raw materials, to the buyer:

1. Cotton farmer
2. Textile factory worker
3. Truck driver
4. Flight transport worker
5. Warehouse packaging worker
6. Retail worker
7. Buyer

Tell participants to form a line in order of the supply chain, connected with yarn to symbolise their interdependence.

Tell participants to read their role and describe (with your support) what their job involves.

Then, tell them to imagine their working conditions, daily challenges, and the country where they live.

#### 15' Group Reflection

- Who has the most power in this chain?
- Who faces the harshest conditions?
- What would a fair chain look like?
- What role do consumers play?
- Ideas are written on flipchart paper as a visual conclusion.

## 06 Consumption Decisions

<b>Aims</b>	To explore how our consumption choices impact supply chains and to reflect on fairer alternatives.
<b>Keywords</b>	Fair trade, Sustainable consumption, Fair supply chains.
<b>Duration</b>	60 minutes
<b>Group size</b>	A group of 8-16 people (bigger group can be divided)
<b>Materials</b>	Flipchart or large poster paper, Markers, Budgets (25€, 50€, 75€, 100€) written or printed on paper, Written/ printed shopping list for each group
<b>Facilitator note</b>	<p>Discuss with the groups that it is important to consider whether the products they are going to buy are produced in the same city or have to be shipped from different places.</p> <p>Participants are likely to be from different places, so they can choose where to make their purchase, in case they want to search local websites.</p>

### Methodology

#### 30' Activity

Divide the participants in smaller groups (2–4 people).

Each group receives a different budget, written on a piece of paper: 25€, 50€, 75€, and 100€

You will show a flipchart with a shopping list, showing different things the groups have to buy for one day:

- Two kilograms of one type of fruit
- One T-shirt
- A pair of shoes
- A chocolate bar
- A bottle of shampoo
- One kilogram of fish
- A case for your phone

Give them the next task: They have to buy the most efficient and sustainable products possible. They'll have to search on the internet, on any website, and find the most ecological options they find for each item within their budget.

#### 30' Group Sharing & Reflection

Each group presents their decisions and reasoning.

Guiding reflection questions:

- Was it difficult to decide? Why?
- What mattered most: price, ethics, trends?
- Would they choose differently if they had more info or a bigger budget?
- Did the richest group do the most ecological shopping?

Wrap up with a short discussion on actions young people can take to support fair supply chains (research, advocate, ethics, local products, etc.).

Reflect on the relationship between wealth and the ability to make ethical consumer choices, and the intersection of power, privilege, and structural limits.

# 07 Links of the Chain

<b>Aims</b>	To develop critical thinking on global supply chains. To connect social, environmental, and historical issues to participants' own lives.
<b>Keywords</b>	Global trade, Colonialism, Fast fashion, Food justice, Critical dialogue
<b>Duration</b>	90 - 120 minutes
<b>Group size</b>	10-20 participants, divided into 3 groups
<b>Materials</b>	Projector, Sticky notes, pens and markers, Headphones, phone or laptops,
<b>Facilitator note</b>	<p>Create a comfortable space at each table with room for writing and discussion. Provide sticky notes, pens, and highlighters.</p> <p>Choose one person per table to stay throughout all rounds, summarising previous discussions for new groups.</p> <p>If videos are played simultaneously, ask participants to use headphones to avoid noise.</p> <p>End with a 10–15 minute reflection. Ask what stood out, what they will remember, and what questions remain.</p>

## Methodology

Set up 3 “stations” (tables or flipcharts), each focused on a different global issue, and provide some resources (factsheets, videos, articles etc.):

Before starting, warn the participants that the content of some of the themes covered are quite heavy, and they are welcome to skip or step out of some activities (colonialism, enslavement, violence).

### Station 1: Colonialism

- Video: “[History vs. Christopher Columbus](#)” (6 min)
- Video: “[Reverse Racism?](#)” (3 min)
- Factsheet: “Climate Justice & Colonialism”

### Station 2: Fashion Industry

- Rana Plaza case study
- Video: [Atacama Desert](#)
- [Patagonia Ad](#)

### Station 3: Food Industry

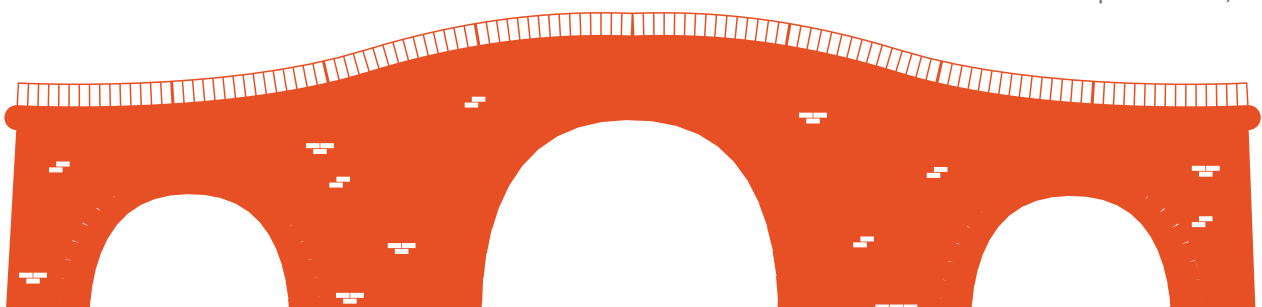
- Factsheet: “[The Cost of Our Food](#)”
- Factsheet: “A Twisted Trajectory” (Fisheries in India)

\*Note: a good, eco-friendly way to give the participants access to these resources is by providing QR codes that they can scan with their smartphones. The QR codes for each station could be printed on a sheet of paper.

## 60' discuss and rotate

Divide participants into 3 groups, assigning each to a different station.

Each group spends 20 minutes per station,



rotating through all three.

Appoint one person per station to stay behind and host the table — they summarize past discussions for new arrivals and guide the conversation.

For each round, participants answer a different set of questions using sticky notes or by writing directly on the flipchart. (check the questions examples below).

### 30' Group Debrief & Presentations

After all rounds, each group returns to their original station. The host summarizes all discussion points, and then the group prepares a brief presentation to share their key takeaways with everyone.

## A Twisted Trajectory

### Glossary

**Fishmeal:** A powder made from grinding up fish, typically used as animal feed or in aquaculture. It is rich in protein and essential nutrients but is often produced from small fish that could otherwise be consumed by humans.

**Fishmeal Plants:** Facilities that convert raw fish into fishmeal and fish oil. These plants process large quantities of fish, often bycatch or small fish, that are not suitable for direct human consumption.

**Bycatch:** Fish and other marine creatures that are unintentionally caught while targeting a specific species. Bycatch can include young fish and non-target species, which often leads to waste and overfishing.

**Shrimp Farms:** Areas specifically designed for raising shrimp, often using high-yield farming techniques. These farms require substantial amounts of feed, including fishmeal, to support shrimp growth.

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**India's fish-processing industry reveals a stark contradiction: while millions of children suffer from malnutrition, nutrient-rich sardines are used to feed shrimp for export.**

**In places like Cuddalore, Tamil Nadu, local women wait for fish that never reach the market—three out of four sardines are immediately loaded onto trucks headed to fishmeal factories. These factories, once meant to handle surplus fish, now operate like insatiable machines, grinding vast amounts of sardines into meal used to grow shrimp for international markets. Shrimp farms keep expanding in areas like Andhra Pradesh, where rice fields have been converted into shrimp ponds. As a result, more fish are pulled from the sea, deepening environmental and social harm.**

**This export-focused system feeds shrimp, not people. This reinforces the painful trade-off between earning income from exports, and feeding India's population.**

**A hopeful alternative appears in Odisha, where the government and WorldFish are working to redirect small, nutritious fish into local nutrition programs, including lunches for children. But scaling this solution is difficult, because demand is much higher than the local fish supply.**

**The story of the sardine exposes a larger problem: an economic system that prioritizes profit over people's wellbeing. Moving forward means redesigning supply chains so that fish nourish local communities instead of being used as feed for export products.**

**It takes 4.5 kg of fresh fish (e.g. sardines) to produce 1 kg of shrimp.**

## Patagonia Ad

It's Black Friday, the day in the year retail turns from red to black and starts to make real money.

But Black Friday, and the culture of consumption it reflects, puts the economy of natural systems that support all life firmly in the red. We're now using the resources of one-and-a-half planets on our one and only planet.

Because Patagonia wants to be in business for a good long time – and leave a world inhabitable for our kids – we want to do the opposite of every other business today. We ask you to buy less and to reflect before you spend a dime on this jacket or anything else.

Environmental bankruptcy, as with corporate bankruptcy, can happen very slowly, then all of a sudden.

This is what we face unless we slow down, then reverse the damage. We're running short on fresh water, topsoil, fisheries, wetlands – all our planet's natural systems and resources that support business, and life, including our own. The environmental cost of everything we make is astonishing. Consider the R2® Jacket shown, one of our best sellers. To make it required 135 liters of water, enough to meet the daily needs (three glasses a day) of 45 people. Its journey from its origin as 60% recycled polyester to our Reno warehouse generated nearly 20 pounds of carbon dioxide, 24 times the weight of the finished product. This jacket left behind, on its way to Reno, two-thirds its weight in waste.

And this is a 60% recycled polyester jacket, knit and sewn to a high standard; it is exceptionally durable, so you won't have to replace it as often. And when it comes to the end of its useful life we'll take it back to recycle into a product of equal value. But, as is true of all the things we can make and you can buy, this jacket comes with an environmental cost higher than its price.

There is much to be done and plenty for us all to do. Don't buy what you don't need. Think twice before you buy anything. Go to [patagonia.com/CommonThreads](https://patagonia.com/CommonThreads) or scan the QR code below. Take the Common Threads Initiative pledge, and join us in the fifth "R," to reimagine a world where we take only what nature can replace.

common threads initiative

common threads initiative  
Reduce

WE make useful gear that lasts a long time  
YOU don't buy what you don't need

repair

WE help you repair your Patagonia gear  
YOU pledge to fix what's broken  
reuse

WE help find a home for Patagonia gear  
you no longer need  
YOU sell or pass it on\*  
Recycle

WE will take back your Patagonia gear  
that is worn out  
YOU pledge to keep your stuff out of  
the landfill and incinerator  
REIMAGINE

TOGETHER we reimagine a world where we  
take  
only what nature can replace

## CLIMATE JUSTICE: WHO BEARS THE BURDEN?

Climate justice reveals how responsibility for the climate crisis is unequal. Countries in the Global North—historically the biggest polluters and economic beneficiaries—created much of the crisis, yet people in the Global South face the harshest impacts: extreme weather, rising sea levels, and loss of livelihoods.

For many Black, Indigenous, and People of Color (BIPOC), climate change is an immediate threat. Activists use the term MAPA (Most Affected People and Areas) to highlight how marginalized communities are hit hardest. Structural inequalities often limit their access to resources, protection, and decision-making. Looking at these factors together shows that climate justice is not only an environmental issue, but also a social one.

### HISTORICAL ROOTS: EUROPEAN COLONIALISM

European colonialism (15th century onward) was built on violence, resource extraction, and forced cultural and religious assimilation. Columbus's arrival in the Americas in 1492 marked the beginning of mass enslavement, land seizure, and the deaths of up to 80–90% of Indigenous peoples due to violence and disease.

Colonial empires expanded across the Americas, Africa, and Asia, shaping the foundations of today's global capitalism.

### ENSLAVEMENT AND EXPLOITATION

European demand for sugar, cotton, tobacco, and coffee drove deforestation, land theft, and the rise of plantation economies. Millions of Africans were enslaved and transported across the Atlantic—the Maafa—with over a million dying during the journey alone. Despite this brutality, African resistance persisted.

The Berlin Conference (1884–1885) formalized European control in Africa, drawing borders with no regard for existing cultures or communities. These borders still shape political and social realities today.

### COLONIAL THINKING AND NATURE

Colonial ideology placed Europeans above both colonized peoples and nature. Nature was treated as something to control and exploit. European science reinforced this worldview, often stealing Indigenous knowledge and renaming species in European languages, erasing local scientific traditions.

This mindset reduced nature to a set of “resources” for profit, a view that continues to drive extractivism and environmental destruction today.

## Rana Plaza Collapse: Tragedy and the Fight for Justice

Date: April 24, 2013

Location: Dhaka, Bangladesh

The collapse of the eight-story Rana Plaza building became the deadliest disaster in the garment industry, killing 1,134 people and injuring thousands more. The tragedy exposed the human cost of unsafe working conditions in global supply chains.

### A Survivor's Story

Shila Begum survived the collapse but suffered severe injuries requiring major surgery. Her testimony shows the long-term trauma, health impacts, and financial struggles faced by many survivors. Workers who had families and dreams were suddenly thrown into crisis.

### What Led to the Collapse?

A day before the incident, structural cracks appeared in the building. Shops and banks closed, but factory owners forced thousands of garment workers to return. Hours later, the building crumbled, trapping people under heavy debris.

### Demanding Justice

The disaster sparked global outrage. In May 2013, the Accord on Fire and Building Safety in Bangladesh was created, with over 200 brands committing to improve factory safety.

Investigations identified at least 29 international brands linked to the Rana Plaza factories. Based on International Labour Organisation standards, victims were owed \$30 million in compensation. Massive campaigns, including over 1 million petition signatures, pushed brands—such as Benetton, which initially denied involvement—to take responsibility.

### Lasting Impact

The collapse brought worldwide attention to exploitative labor practices and forced major reforms. The Rana Plaza Arrangement helped secure compensation after two years of advocacy, marking an important step toward transparency and safer working conditions.

### Key Lessons

Safety is non-negotiable in all workplaces.  
Brands must be accountable for every stage of their supply chain.  
Consumers have the power to demand ethical and sustainable production.



# RANA PLAZA COLLAPSE



# 08 Fair Breakfast

<b>Aims</b>	<p>To raise awareness of global supply chains and their social and ecological impact.</p> <p>To use peer learning, discussion and sensory experience (touch, smell, taste) as methods.</p>
<b>Keywords</b>	Fair Trade, Local Products, Global Supply Chains, Conscious Consumption, Ethical Food, Informal Learning, Youth Dialogue, Sensory Learning
<b>Duration</b>	60 minutes
<b>Group size</b>	5-15 participants
<b>Materials</b>	Shopping list, Impulse Conversation Cards,
<b>Facilitator note</b>	<p>Ensure a welcoming, inclusive atmosphere where all participants feel comfortable sharing.</p> <p>Select food that is clearly labelled and provide traceable background information (you may use existing info sheets or create your own).</p> <p>Be mindful of dietary restrictions and offer vegetarian/vegan/fresh options.</p> <p>Ideally, include both Global South and local examples to illustrate the range of supply chain issues.</p> <p>Use the method as a conversation starter – follow-up activities can deepen the learning experience.</p>

## Methodology

Participants gather around a breakfast table and are invited to enjoy a variety of food and drinks that are either certified with strong fair trade labels (e.g., Fairtrade, GEPA, Naturland Fair) or come from local/regional producers.

Create an information sheet for each product with supply chain insights, production conditions, and fair alternatives.

Encourage conversation using printed impulse cards, with questions like:

- What do you know about the supply chain of your breakfast items?
- Would you pay more for fairly produced food?
- What are “fair working conditions” for you?

Facilitators may start with a short introduction and can moderate the discussion lightly, but the main focus is on informal peer exchange. The method works well as a stand-alone session or part of a broader workshop or event on global justice and sustainability.

### SHOPPING LIST:

#### Hot Beverages:

- Fair trade coffee and tea bags
- Milk (dairy and or plant-based)
- Sugar, honey

#### Breads & Grains

- Local organic bread (2-3 loaves)
- Regional pastries or rolls
- Conventional bread for comparison

#### Spreads

- Fair trade chocolate spread
- Fair trade jam
- Local regional butter

#### Fresh Items

- Fair trade bananas
- Local seasonal fruits
- Regional yogurt

# 09 Hotline and Quiz about Supply Chains

<b>Aims</b>	To raise awareness of supply chains, human rights, and environmental impact while engaging participants in critical reflection through interactive and participatory learning.
<b>Keywords</b>	Non-formal Education, Global Supply Chains, Critical Thinking, Interactive Learning, Fair Trade, Human Rights, Group Dialogue
<b>Duration</b>	15-20 minutes
<b>Group size</b>	5-30 participants
<b>Materials</b>	3 large posters or sheets, Printed list of quiz questions
<b>Facilitator note</b>	Ensure questions and statements are age-appropriate and contextually relevant.
	Allow space for different opinions without pressure to justify personal views.  Use the background facts provided in the quiz file to offer deeper insights after each question or statement.

## Methodology

The activity is divided into two interactive rounds that combine physical movement and critical reflection:

1. **Multiple Choice Quiz Round:** Prepare three posters or sheets labelled A, B, and C. Read aloud a series of multiple-choice questions (e.g., “How many litres of water are used to produce 1 kg of beef?”). Participants move to the letter they believe represents the correct answer. After positioning, the correct answer and background information are revealed.
2. **Opinion Line Round:** Place two large signs at opposite ends of the room: one says “Yes/I agree” and the other “No/I disagree.” Read out value-based or controversial statements (e.g., “I would pay more for ethically produced electronics”). Participants position themselves along the continuum based on how much they agree or disagree. Short discussions can be held with those standing at different points to encourage exchange and reflection.

Facilitators guide participants with background information and clarifying questions, promoting open dialogue in a non-judgmental environment.

# 10 Trace a Product's Colonial Roots

<b>Aims</b>	Help participants connect a familiar product to historical trade systems and contemporary supply chains.
<b>Keywords</b>	Systems thinking, historical context for supply chains, empathy for affected communities, basic advocacy framing.
<b>Duration</b>	90-120 minutes
<b>Group size</b>	5-30 participants
<b>Materials</b>	<p>Large world map, Timeline strip (Printed or hand-drawn on long paper), Sticky notes, Markers &amp; pens, Printed or screen images. Flipchart paper</p> <p>Small objects for each station:</p> <ul style="list-style-type: none"> <li>• Raw materials → cocoa beans,</li> <li>• Production → toy machine gear.</li> <li>• Transport → truck, or plane model.</li> <li>• Consumption → chocolate bar, T-shirt tag.</li> <li>• Waste → empty packaging</li> </ul>
<b>Facilitator note</b>	<p>Localise examples to make history relevant.</p> <p>Keep language simple and use visuals.</p>

## Methodology

### 10' products origin

Prepare a printed or drawn map on a flipchart

Ask learners to name where a chosen product (e.g., chocolate, cotton T-shirt, smartphone) comes from.

Record answers on the Large world map.

The facilitator introduces the idea of tracing products through history and supply chains.

### 60' Small groups rotate between stations

Prepare five interactive stations (with photos and small objects). Raw Materials, Production, Transport, Consumption, Waste.

A large timeline on the wall shows:

- Mercantilism → Slave Trade → Industrialisation → Modern Trade.

Divide learners into five small groups. Each group starts at one station and will spend 10 minutes at each station.

Each group discusses and places one sticky note with a local example or event from each station on the "each timeline section. After each round of the stations.

For the last round, groups role-play a 1-minute scene of a community member discussing the impact of each station on our life today.

### 20' Debriefing

Bring everyone back together. And Guide the conversation to connect the historical practices (colonialism, slavery) with modern-day inequalities in labor, wealth, and environmental risk.

Looking at our timeline, what patterns do you

see in who holds power at each stage?

worker).

Who are the invisible people in this product’s journey? (e.g., the miner, the farmer, the factory

What is the link between how we treat the environment and how we treat people?

**Timeline handout:**

**Key historical stages (one page)**

Mercantilism (15th–18th c.) State-led trade, chartered companies, extraction for metropolitan benefit.

Transatlantic slave trade (16th–19th c.) Forced labour fueling plantations and early capital accumulation.

Industrialisation (18th–19th c.) Mechanised production, transport revolutions, urban labour systems.

Neocolonial trade & liberalisation (20th–21st c.) Multinationals, outsourcing, trade rules, fragmented global value chains.

Today’s supply chains are integrated but unequal systems shaped by historical extraction, labour practices, and policy choices.

Table	Raw Materials	Production	Transport	Consumption	Waste
Visuals	Pictures of mines, farms, or forests	Images of early factories	Maps showing historical trade routes	Advertisements from the 1950s and today	Images of landfills,
Prompt	How are raw materials taken from the Earth? This links to colonial extraction. What is a local example?	How are materials made into products? This grew from the Industrial Revolution. Who does this work today?	How do products travel the globe? Compare modern shipping to historical routes like the slave trade.	Why do we buy things? Modern trade and advertising drive our choices. Who has the power to buy?	What happens when we throw things away? Our waste is often shipped to other countries, just like in the past.

# 11 Challenges in the Chain

<b>Aims</b>	To recognize how disruptions reveal inequalities in supply chains.
	To analyze the tension between speed, cost, and ethics.
<b>Keywords</b>	Resources, power dynamics, ethics, simulation game
<b>Duration</b>	90-120 minutes
<b>Group size</b>	5-30 participants
<b>Materials</b>	Role cards (pre-printed for simulation), Scenario cards with disruption events, "Breaking news" envelopes (for scenario cards), Monopoly money or tokens, Timer/stopwatch, Flipchart paper and markers, Sticky notes (3 colors), Bell or buzzer, pointers
	Points to highlight:  When shortages happen, those at the beginning of the chain (workers, miners) often bear the cost
<b>Facilitator note</b>	Companies face pressure to maintain profits even during crises
	Transport delays can strand workers without pay
	"Just-in-time" systems are efficient but fragile
	Speed and cost often win over ethics in real scenarios

## Methodology

### 15' The empty shelf

Show images of empty supermarket shelves, car dealerships with no vehicles, hospitals without protective equipment (real photos from COVID-19, supply chain crises).

Quick Pair-Share:

- Have you ever wanted to buy something that was out of stock or delayed?
- What was it and how did you feel?
- Why do you think it wasn't available?

### 45' Supply chain crisis simulation

Divide participants into 6 groups representing different actors in a smartphone supply chain:

- Cobalt Miners (Congo) - 3-4 participants
- Chip Manufacturers (Taiwan) - 3-4 participants
- Assembly Factory (Vietnam) - 3-4 participants
- Shipping Company (International) - 3-4 participants
- Tech Company HQ (USA/Europe) - 3-4 participants
- Consumers/Retailers (Global) - 3-4 participants

Each group receives:

- Role description card with their responsibilities
- Resource tokens (representing materials, money, or time)
- A goal they must achieve

Basic rules:

- Miners extract cobalt and sell to chip manufacturers
- Chip manufacturers create components and sell to assembly factories
- Assembly factories build phones and ship via shipping company
- Tech company receives phones and distributes to retailers/consumers

- Each exchange requires negotiation and resource transfer

**Goal: Produce as many phones as possible in 5 minutes**

Let groups negotiate and “produce” phones. Ring the bell when time is up.

## 20' Crisis hits

Facilitator introduces disruptions by handing sealed “Breaking News” envelopes to groups every 2-3 minutes:

- Disruption 1 (to Miners)
- Disruption 2 (to Chip Manufacturers)
- Disruption 3 (to Shipping Company)
- Disruption 4 (to Assembly Factory)
- Disruption 5 (to Tech Company)
- Disruption 6 (to Consumers)

Rules:

- Groups must adapt to their disruptions
- They can negotiate new terms, form alliances, or find workarounds
- The game continues for 8-10 minutes with ongoing disruptions

## 5' Emergency Decisions

Give each group 2 minutes to make ONE critical decision:

- Will you prioritise speed, cost, or ethics?
- What will you sacrifice and who will be affected?
- Groups write their decision on large paper and post it.

## 15' Debrief

- What happened during the crisis? How did it feel?
- Which groups had the most power? The least?
- What ethical dilemmas did you face?
- Did anyone consider the human impact when making decisions?
- How does this reflect real-world supply chains?

**1** Armed conflict in mining region - production reduced by 50%, prices double

**2** Global chip shortage - you can only produce half the usual amount, everyone wants to buy from you

**3** Port congestion and fuel price increase - shipping time doubles, costs triple

**4** COVID-19 outbreak - factory must close for 2 rounds, workers need protection equipment

**5** Investors demanding quarterly profits - you must deliver phones on time or face penalties

**6** Holiday season approaching - demand triples, customers willing to pay premium prices

# 12 The Hidden Environmental Costs of Global Products

<b>Aims</b>	<p>To identify the environmental impacts of supply chains.</p> <p>To link everyday products to their ecological footprint.</p> <p>To explore actions for environmental justice.</p>
<b>Keywords</b>	Hidden costs, Carbon emissions, Environment, Ecological impacts
<b>Duration</b>	90-120 minutes
<b>Group size</b>	12 - 25 participants
<b>Materials</b>	<p>Everyday product samples (e.g. smartphone, t-shirt, chocolate bar, coffee, sneakers) &amp; their product journeys, Large paper/flipchart and markers, String or yarn (different colours), Sticky notes, World map printout or poster, Impact cards (pre-prepared with environmental facts).</p>
<b>Facilitator note</b>	<p>Messages to emphasise:</p> <p>Supply chains have massive environmental impacts that are often invisible</p> <p>These impacts disproportionately affect communities in the Global South</p> <p>Individual actions matter, but systemic change is essential</p> <p>Young people have power as consumers, citizens, and advocates</p> <p>Environmental justice and human rights are interconnected</p>

## Methodology

### 20' Product journey race

Divide participants into 4-5 teams. Give each team a common product (e.g., smartphone, t-shirt, chocolate).

Teams have 5 minutes to brainstorm and write down all the countries and stages they think their product traveled through before reaching them

Teams draw their product's journey on large paper

Each team presents briefly (1 minute each)

Facilitator reveals the actual journey and environmental impacts at each stage

### 50' The hidden costs web

Place a world map in the center of the room.

Assign participants different roles in a smartphone supply chain:

- Mineral miners (Congo, Chile)
- Factory workers (China, Vietnam)
- Warehouse workers (Germany, USA)
- Retailers
- Consumers
- Transportation workers (ships, trucks, planes)
- E-waste workers (Ghana, India)

Participants stand around with their positions representing their location on the map

Use colored string to connect the supply chain:

- Red string = Carbon emissions from transportation
- Blue string = Water usage and pollution
- Green string = Deforestation and habitat destruction
- Black string = Toxic waste and pollution

As you connect each stage, share a fact card

## 20' Reflection

What do you see when you look at this web?

Which environmental impacts surprised you most?

Who suffers most from these environmental damages?

Is this system sustainable? Why or why not?



### ***FACT CARD***

**A single smartphone contains materials from over 30 countries**



**The fashion industry uses 93 billion cubic meters of water annually**



**Shipping one container from China to Europe produces as much CO<sub>2</sub> as driving 5,000 km**



**E-waste dumps in Ghana poison soil and water, affecting entire communities**

# 13 Walk in Chains

<b>Aims</b>	<p>To uncover the “hidden stories” behind products.</p> <p>To develop observation, critical thinking, and creative visual storytelling skills.</p>
<b>Keywords</b>	Visual storytelling, critical observation, hidden stories, ethical consumption, photo documentation
<b>Duration</b>	90 minutes
<b>Group size</b>	5-30 participants
<b>Materials</b>	Smartphones or cameras (one per pair/trio), Projector + laptop or for display
<b>Facilitator note</b>	<p>Keep the walk and documentation within the planned timeframe (45 minutes).</p> <p>Provide checkpoints or reminders so groups don't get stuck in one place.</p> <p>The activity will be challenging in an isolated/ very rural venue, as it requires interaction with the outside world.</p> <p>Smartphones or cameras (one per pair/trio), Projector + laptop or for display,</p>

## Methodology

### 10' Seeing with Closed Eyes

Invite participants to close their eyes.

- Ask: What images come to mind when you hear these words: raw materials, consumption, transportation, green, recycling, a T-shirt, a plastic bottle, a sandwich?

Participants briefly describe what they saw.

### 10' Present the exercise

Input: Every product carries a hidden story. We live inside this chain every day, often without noticing.

Participants form pairs or trios.

As a group, select a product and outline the stages of the supply chain, starting with raw materials and ending with waste.

At each stage of the product chain, they interpret creatively using metaphors and symbols.

They interpret each stage creatively, for example:

- Raw material → wheat field mural, packaging symbol
- Labour → delivery bike, worker unloading truck
- Consumption → used a coffee cup, shopper at a kiosk

They will walk through nearby streets, markets, stations, or the neighbourhood.

The task is to capture photos, jot quick notes, and select 5–7 images to tell the story of one product chain.

#### 45' Photo Walk & Documentation

Groups explore and document.

#### 25' Chain Gallery Creation

Two display options:

1. Physical Gallery Walk: print photos or display phones/tablets on stands, annotate each with a sticky note caption
2. Digital Screening: upload images to a shared folder and project them in a loop or guided slideshow

Each participant briefly presents one photo and shares:

- Why did they choose it?
- What it reveals about that stage of the product's life?



# 14 Campaign for Fair Chain

<b>Aims</b>	To design awareness-raising campaigns.
	To develop teamwork and advocacy skills.
	To apply supply chain knowledge to practical civic engagement.
<b>Keywords</b>	Campaigning, Call to Action, Message
<b>Duration</b>	90 - 100 minutes
<b>Group size</b>	4-20 participants
<b>Materials</b>	Defined “core mission” for the group’s campaigns, Flipcharts and markers, Sticky notes, The Campaign Canvas handouts, Campaign Content Planner handouts, Devices
	Requires prior group building and knowledge
<b>Facilitator note</b>	Encourage diverse tones and platforms to reflect different audiences.
	Keep groups focused so they move from brainstorming to concrete outputs.
	Provide examples of successful youth campaigns for inspiration.
	Ensure campaigns include realistic calls to action that participants can follow through.
	This activity is suitable for groups that have already worked on supply chain basics and are ready to move forward with their own campaigns.

## Methodology

### 15' Building campaign

Present the core mission on a flip chart or screen as an empowering call to action.

Present two campaign options on a flip chart: for this campaign it's about:

Raise Awareness on the Values and Practices Behind Supply Chains

Explore What We as Youth Can Do to Support Fair Trade and Ethical Supply Chains

Participants split into two smaller groups based on interest.

Introduce the “The Campaign Canvas” as the main tool for the session. Explain that it's a simple template to help turn ideas into a structured plan.

### 40' Ideation & Campaign Design

Teams collaborate to fill out The Campaign Canvas

As a facilitator, circulate and ask probing questions (Who exactly are you trying to reach? What emotion do you want to spark?) and encourage bold ideas, metaphors, and creative slogans. Remind them it's about exploration, not perfection.

### 15' Team Presentations

Each team delivers a short “pitch” by walking the group through their completed The Campaign Canvas

Feedback method: “One thing we liked, one idea to grow.”

**20' draft content design**

Design three sample social media posts, and complete Campaign Content Planner including:

- Text (message + tone).
- Visual idea (photo, graphic, slogan).

- Connection to overall theme and timeline.

**10' Final Presentation**

Each group presents their refined campaign in front of the whole group.

The Campaign Canvas

**CAMPAIGN CONTENT PLANNER**

**1. Campaign Overview**

Title / Slogan: .....

Theme (e.g., labour rights, environmental impact, consumer choices): .....

Duration / Timeline: .....

**2. Target Audience**

Age group: .....

Platforms (Instagram, TikTok, posters, events, etc.): .....

Tone (funny, emotional, empowering, informative): .....

**3. Key Messages**

Message 1 (main idea): .....  
.....  
.....

Message 2 (supporting fact or story): .....  
.....  
.....

Message 3 (call to action): .....  
.....  
.....

### CAMPAIGN CONTENT PLANNER

**Campaign Title:** .....

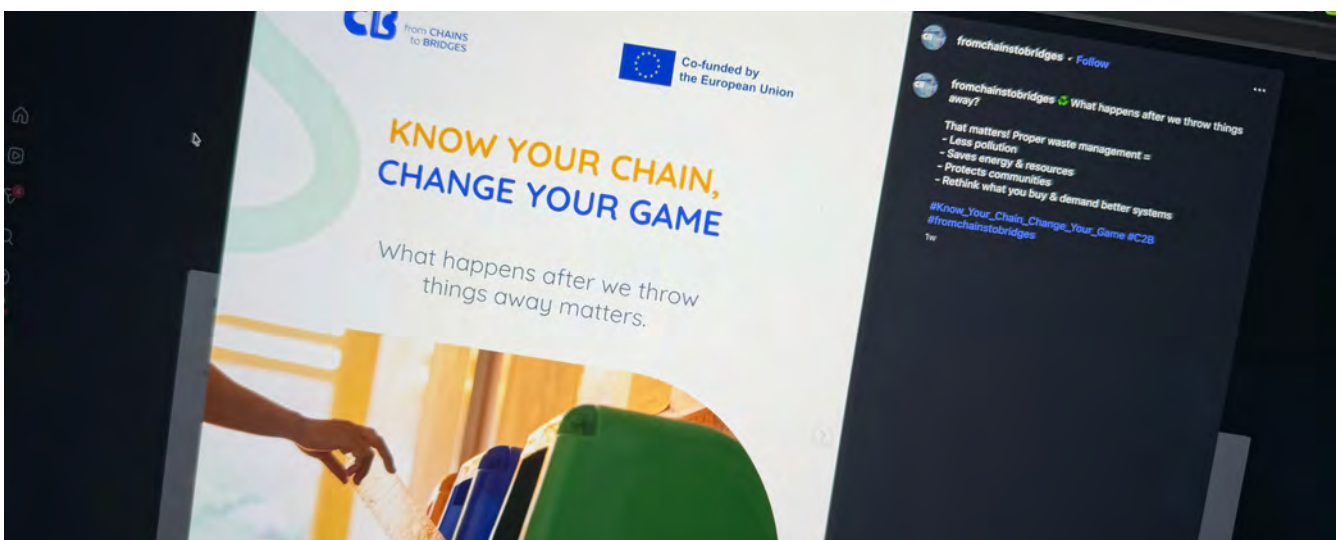
**Campaign Timeline:** .....

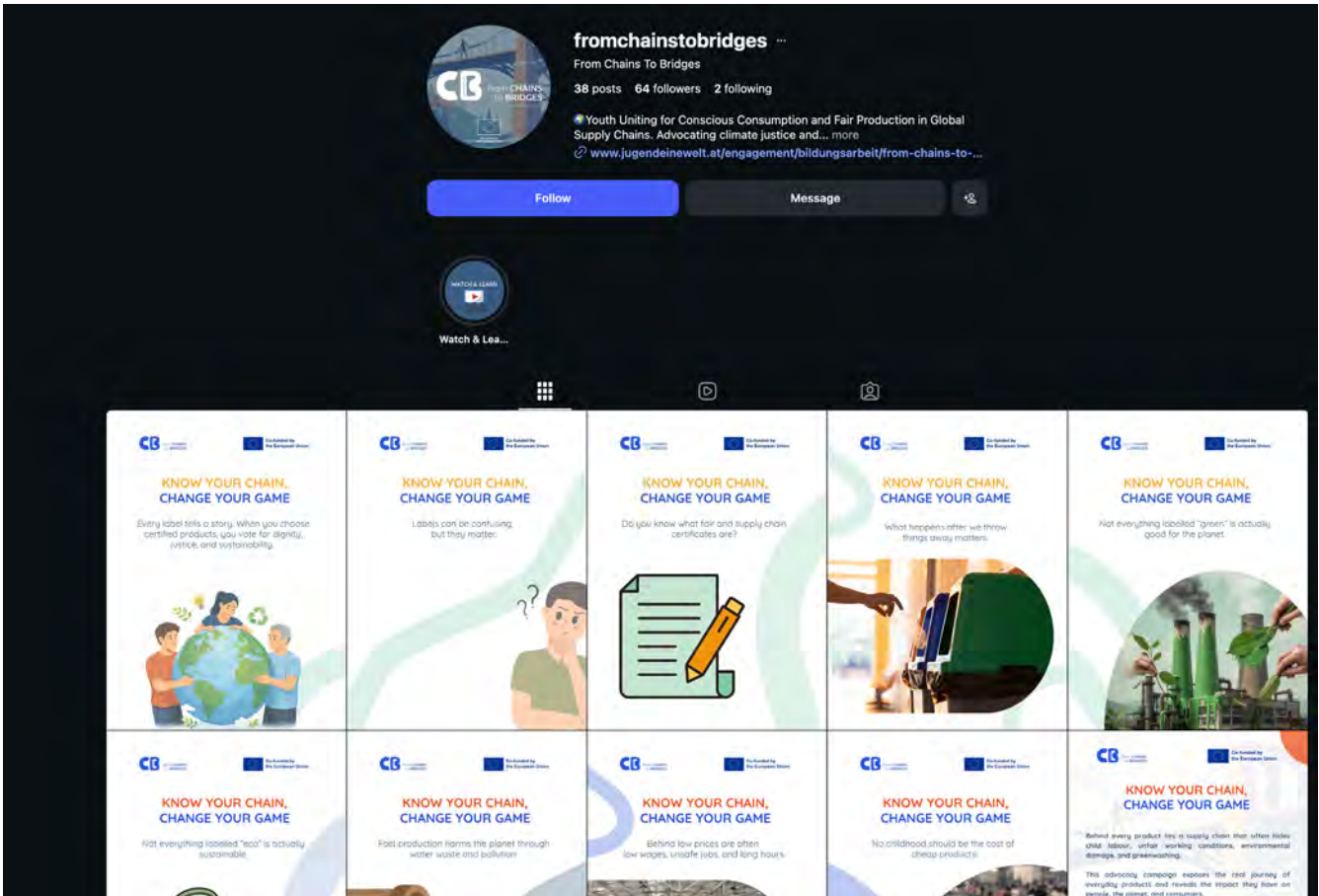
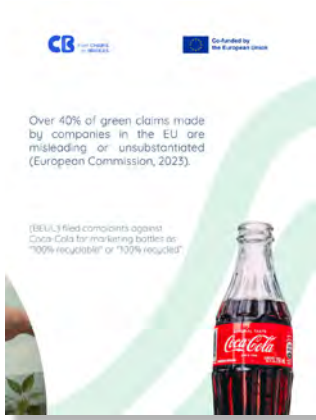
**Week 1 Theme:** .....

**Week 2 Theme:** .....

**Week 3 Theme:** .....

Post #	Platform <i>(e.g., Instagram)</i>	Content Type <i>(e.g., Carousel Post)</i>	Text / Caption	Visual Idea <i>(Image or Video)</i>
01				
02				
03				
04				
05				
06				





# 15 Deconstruct the Ad

<b>Aims</b>	To practice identifying the messages, biases, and missing information in corporate advertising.
<b>Keywords</b>	Fairwashing, greenwashing, visual cues, critical thinking, visual literacy, digital literacy, disinformation
<b>Duration</b>	45 minutes
<b>Group size</b>	3-30 participants
<b>Materials</b>	A few print ads, TV commercials, or social media campaigns from popular brands (especially fashion, tech, or food brands).
<b>Facilitator note</b>	<p>Select a familiar product ad (food, clothing, tech) that participants can relate to.</p> <p>Ensure ads are culturally relevant and accessible to the group.</p> <p>Guide participants to critique constructively, not cynically, focus on learning, not shaming!</p>

## Methodology

### 25' Introduction & Impressions

Show the chosen advertisement (poster, video, or digital image) without much introduction.

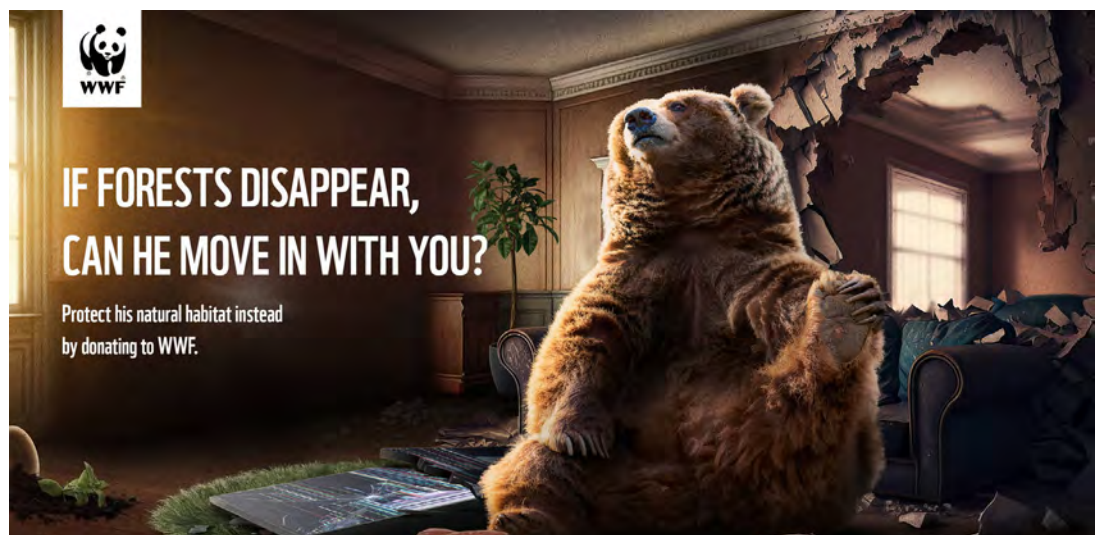
Divide participants into pairs. Each pair discusses the following questions (5 minutes per question):

- What is this ad trying to make you feel? (happy, cool, healthy, sophisticated)
- What story is it telling you about the product and the people who use it?
- Who is the target audience for this message?

### 20' What's Missing?

Guide the group to look for what's missing.

- The People: Do you see the people who made this product? Why are they not shown?
- The Planet: Does the ad mention environmental impact? What visual cues suggest "eco-friendly"?



- The Language: Are the words specific and verifiable (e.g., “Certified Fair Trade”) or vague/emotional (e.g., “sustainably sourced”)?

- greenwashing or fairwashing? Why?
- What information would you need to verify their claims?

### 15' Greenwashing & Fairwashing

Introduce definitions of greenwashing (false environmental claims) and fairwashing (false ethical labour claims).

Have a discussion with the group:

- Could this ad be an example of

### 15' Flip the Narrative

Re-imagine the ad to tell the whole story, including workers and environmental impact.

Groups sketch or storyboard their alternative ad with new visuals, slogans, or narratives.

Each group presents their re-imagined ad.



# Actions from the Consortium

## Ethical Consumption Hackathon

In Poznań, Poland, more than twenty young people from diverse cultural backgrounds came together for the Ethical Consumption Hackathon, a day dedicated to rethinking how we consume and the hidden stories behind everyday products. Participants explored global supply chains and uncovered the social and environmental costs often invisible in Europe's consumption patterns.

The morning blended learning with creativity: group discussions, reflection exercises, and improvisation games. Energized participants then stepped into the challenge of designing local actions for ethical consumption. Their ideas ranged from bringing workshops into schools, to launching social media campaigns exposing “how Europe eats the world,” to promoting local markets and producers as alternatives to harmful global chains.

In the afternoon, teams pitched their projects, and received constructive feedback from peers and facilitators. Importantly, several groups carried their projects forward after the event, and turned campaign concepts into real community actions.

The hackathon proved that when young people learn, collaborate, and act together, they can transform awareness into meaningful change, walking away with new knowledge, stronger teamwork skills, and the confidence to make ethical consumption part of everyday life.



## Workshop on Responsible Consumption with Migrant Communities

As part of AMIN's ongoing educational activities for migrant communities, a workshop on responsible consumption was organised following the From Chains to Bridges project. The session brought together seven participants aged 20–40, facilitated by one trainer.

This workshop demonstrated the value of building on participants' existing knowledge and lived experience. Although many participants reported limited theoretical understanding of sustainable consumption, their everyday practices reflected a naturally resource-conscious lifestyle. Examples included reusing clothing, minimizing food waste, and prioritizing local shops over large supermarkets, behaviours that align strongly with sustainability principles.

The session successfully connected these existing habits with broader concepts of responsible consumption. By placing theory in the context of their daily realities, participants strengthened their understanding and increased their confidence to engage in sustainability discussions.

This activity shows how working with migrant groups can uncover practical, experience-based sustainability practices, and highlights the importance of creating spaces where participants' knowledge is recognised, validated, and expanded.



## Living Library

As part of their commitment to global justice, the young volunteers of Jugend Eine Welt organized an interactive activity that made complex global connections tangible and encouraged people to take action.

The starting point was a central question: How is our everyday consumption linked to global supply chains? And what impact do these have on human rights, the environment, and especially on child labour? To explore these questions and more, the volunteers organized a “Living Library” on the topic of supply chains and child labour.

A Living Library is a unique and participatory event format in which people take the place of books. These “living books” are individuals who share their knowledge, experiences or personal perspectives on specific topics. Visitors are invited to engage in open conversations, ask questions and learn directly from these encounters. The format creates a space for dialogue on equal footing and helps turn abstract global issues into personal and relatable experiences. Within this interactive setting, participants discussed what supply chains are and how they affect both our everyday lives and corporate responsibility. The conversations also addressed the links between supply chains, environmental protection, human rights and the Sustainable Development Goals, with a strong focus on the realities and consequences of child labour. By connecting global structures with individual stories and expertise, the Living Library encouraged critical reflection and deeper understanding.

The event demonstrated how powerful low-threshold, interactive formats can be in raising

awareness and motivating engagement. It did not only provide information, but also inspiration. Many visitors left feeling empowered to take action themselves, whether through more conscious consumption or by personal engagement.

The Living Library proved to be a flexible and impactful format that can be adapted to various topics and contexts, offering an effective way to foster dialogue, learning and collective responsibility.



## School Workshop on Sustainable Food Supply Chains

A local advocacy workshop was organised in a vocational high school in Cluj-Napoca, involving approximately 20 students specialising in gastronomy and the food industry. The activity aimed to make sustainable supply chains concrete and relevant for young people preparing to work in this field.

The workshop was facilitated together with a representative of the Food Bank Cluj, combining practical experience with educational input. Participants were introduced to the main stages of the food supply chain and explored where unsustainable practices and food waste most commonly occur, with a particular focus on the food industry.

The session highlighted how food waste is generated, why it is a major social and environmental issue, and who the main responsible actors are. For many students, a key takeaway was the understanding that households play a significant role in food waste, often through cooking excessive quantities or storing food improperly.

Students then worked in small groups, each focusing on a specific stage of the supply chain. They identified unsustainable practices, discussed responsibility, and proposed realistic ways to prevent or reduce waste. This exercise helped them see the supply chain as an interconnected system and encouraged critical reflection.

Participant feedback showed increased awareness of how and why food waste occurs, alongside appreciation for the concrete, achievable actions discussed during the workshop. Students reported feeling better equipped to take small, immediate steps toward more sustainable food practices in their everyday lives.



# Glossary

1. **Advocacy:** Taking action to support a cause and create change.
2. **Capital Accumulation:** Building up or growing the money and resources needed to produce goods and services.
3. **Carbon Footprint:** The total climate pollution caused by a product or action.
4. **Chartered Companies:** companies set up to pursue policies of colonisation.
5. **Child Labour:** Forcing children to work, which harms their future.
6. **Circular Economy:** A system of reusing, repairing, and recycling to avoid waste.
7. **Climate (In)Justice:** The idea that rich countries should take responsibility for climate change and its damage, and support poorer countries and communities who caused less of the problem but suffer the most from it.
8. **Collective Bargaining:** When workers, often through a union, negotiate together with their employer for fair pay, hours, benefits, and working conditions.
9. **Colonialism:** The system in which one country violently takes control of another country, land or territory and its people, claims the terror as its own, and often sends settlers to live there.
10. **Commodity:** A product made by human labour that is created to be sold on the market.
11. **Conflict Minerals:** Minerals taken from unstable areas where armed groups use forced labour and sell them to fund violence and weapons, often ending up in everyday products.
12. **Conscious Consumption:** Choosing what to buy in a careful way by thinking about the social, environmental, and ethical effects of products.
13. **Consumer:** The person who buys and uses the product (us!).
14. **E-waste:** Discarded electronics, which are often toxic.
15. **Economic Liberalisation:** Reducing government rules and controls giving businesses more freedom, promoting free markets, trade, and ownership to boost growth and competition.
16. **Empowerment:** Giving people the power and confidence to make change.
17. **Ethical Sourcing:** Making sure products are made fairly and sustainably.
18. **Exploitation:** Using workers unfairly for profit (e.g., low pay, unsafe conditions).
19. **Extraction:** Taking resources from the Earth (mining, farming).
20. **Facilitator:** A guide who helps a group learn and work together.
21. **Fair Trade:** A system for better pay and conditions for producers.
22. **Freedom of Association:** The right to join or form groups, like unions, to protect your rights.
23. **Global North/ Global South:** Terms used to group countries by development, where the Global North includes richer, “developed” countries and the Global South includes poorer, “developing” countries.
24. **Human Rights:** Basic rights that everyone is entitled to for fair and just treatment.
25. **Industrialisation:** The process when a country starts using machines instead of people to make goods, leading to bigger towns, factory jobs, and faster, cheaper production.
26. **Informal Worker:** Someone who works without official registration or protection, missing work-based benefits and job security.
27. **Living Wage:** Enough pay for a family to live on with dignity (not just survive).
28. **Manufacturing:** Turning raw materials into a finished product.
29. **Media Literacy:** The ability to understand and interpret media messages, recognize their impact and biases.
30. **Mercantilism:** an old economic idea that governments should control trade and try to make their country rich by selling more to other nations than they buy.
31. **Non-Formal Education (NFE):** Learning that happens outside of school (like these workshops).

32. Planned Obsolescence: When products are purposely made to wear out or stop working after a short time.  
<https://cleanclothes.org/campaigns/rana-plaza>
33. Pledge: A personal promise to take a specific action.  
<https://truecostmovie.com>
34. Raw Materials: Natural resources used to make things (e.g., cotton, minerals).  
<https://storymaps.arcgis.com/stories/d3e4a7eea0804ecdbb8ae4498aa90df7>
35. Retailer: The store that sells the final product.  
<https://raid-uk.org/report-environmental-pollution-human-costs-drc-cobalt-demand-industrial-mines-green-energy-evs-2024/>
36. Shareholder Activism: When shareholders use their ownership in a company to influence its management, aiming for financial or ethical changes without taking full control.  
<https://www.statista.com/topics/11288/shipping-emissions-worldwide/>
37. Slave Trade: A global system of forced buying and selling of people, especially the transatlantic trade that moved millions of Africans to the Americas between the 16th and 19th centuries.  
<https://searoutes.com/2025/09/26/freight-emissions-compared-rail-truck-air-sea/>
38. Supplier: A company that provides parts or services.  
<https://gitnux.org/sustainable-fashion-industry-statistics/>
39. Supply Chain: A product's life story, from raw materials to you.  
<https://www.itu.int/en/ITU-D/Environment/Pages/Publications/The-Global-E-waste-Monitor-2024.aspx>
40. Sustainability: Using resources responsibly so they last for the future.  
<https://theroundup.org/textile-waste-statistics/>
41. Sweatshop: A factory with very poor, often illegal, working conditions.  
<https://www.foodmiles.com/>
42. Transparency: When a company is honest about how its products are made.  
<https://storymaps.arcgis.com/stories/d3e4a7eea0804ecdbb8ae4498aa90df7>
43. Transport: The journey of a product from factory to store.  
<https://raid-uk.org/report-environmental-pollution-human-costs-drc-cobalt-demand-industrial-mines-green-energy-evs-2024/>
44. Waste: What's left when a product is thrown away.  
<https://www.psychologytoday.com/us/blog/emotional-behavior-behavioral-emotions/202501/9-ways-media-shapes-norms-and-behavior>

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## Linkes:

[https://meketa.com/wp-content/uploads/2025/06/MEKETA\\_Modern-Mercantilism-Newsletter.pdf](https://meketa.com/wp-content/uploads/2025/06/MEKETA_Modern-Mercantilism-Newsletter.pdf)

<https://academic.oup.com/edited-volume/38857/chapter-abstract/337901023?redirectedFrom=fulltext&login=false>

[https://link.springer.com/chapter/10.1007/978-3-031-07484-4\\_3](https://link.springer.com/chapter/10.1007/978-3-031-07484-4_3)

<https://www.visionfactory.org/post/mercantilism-how-it-shaped-today-s-economy>

<https://www.fairlabor.org/resource/fair-labor-associations-bangladesh-wage-trends-report-and-recommendations/>

<https://www.globallivingwage.org/living-wage-benchmarks/urban-bangladesh/>

<https://www.hrw.org/topic/business/garment-industry>

<https://www.mdpi.com/2673-995X/4/3/74>

<https://link.springer.com/article/10.1057/s41309-024-00224-8>

<https://www.oecd.org/en/topics/lobbying.html>

<https://www.consilium.europa.eu/en/press/press-releases/2025/12/09/council-and-parliament-strike-a-deal-to-simplify-sustainability-reporting-and-due-diligence-requirements-and-boost-eu-competitiveness/>



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