
USING THIS PACK

This pack is intended for secondary school teachers (KS4 and above) and facilitators working in Further Education – GNVQ and a range of youth, community or trade union groups. For teachers, it covers several curriculum areas, especially the new Global Citizenship curriculum, General Studies/Personal and Social Education, Business Studies, Geography and Media Studies, and Key Skills. It is not intended that the teacher or facilitator should plough through it like a course manual. It is more of a cook book where they select the dishes which make a meal to suit the needs of their group and the time available.

Following the instructions

What you need – generally you will need flip chart paper, marker pens and blu-tack; most activities require photocopies of Actionpages, which have instructions for participants, and handouts which give background information, and/or leaflets or posters which are included with the pack or can be downloaded (www.babymilkaction.org/spin). Colour versions of some of the illustrations in the text can also be taken from the website. Several activities are based on research using the web – if access to computers is limited this element could be done as preparatory homework.

What you do – gives basic instructions on how to run the activity – these do not need to be followed slavishly, the materials can be adapted to suit the group you are working with and the specific requirements of the curriculum; where necessary we indicate whether activities are based on real or fictional case studies.

Whole group discussion – provides suggestions for discussion points – other ideas will emerge during the discussion.

Key ideas – provides summary points to round off activities, as well as background information for the facilitator.

Follow-up – gives ideas for ways to reinforce understanding and knowledge of the issues raised in the activity – involving further research on the net, producing media texts such as posters or radio programmes, or reading background information from the Appendices.

Introductory activities

These activities are straight forward to run and are suitable for KS4+ groups, of all abilities.

What's in a name and **Branding** are variations on the same theme, drawing on perceptions of well-known companies and organisations, and provide an introduction to the concept of corporate responsibility and the role of the public relations (PR) industry.

A change of image looks at the power of the brand by examining the rebranding of The Spastics Society, which became Scope.

A warm welcome looks at the rebranding of BP Amoco and raises the issue of 'greenwashing' – how far claims of environmental sustainability can be justified.

The bottom line focuses specifically on the question of commercial sponsorship in schools and explores the pros and cons of a 'partnership' between business and education.

Developing skills

There are several activities which develop analytical skills, particularly the methods used to communicate information and ideas, and influence our beliefs, attitudes, behaviour and lifestyles – the use of images and text in advertising and promotional materials in the paper-based media, as well as the emerging digital technologies.

These activities require more organisation, eg internet access, collecting examples of promotional materials (we have provided some examples). They can stand alone, but also combine to develop a broad range of skills required by the media studies curriculum. They are

intended primarily for post-KS4 and bright KS4 students, but can be adapted for less able groups by simplifying some of the tasks outlined in the Actionpages and providing more background explanation.

Every picture... provides the basic tools to understand the grammar of visual language and de-construct the often hidden messages contained in images used by the mass media.

Between the lines looks at written language, encouraging participants to be more critical of the materials which they are exposed to – leaflets, posters, press articles – distinguishing between fact and opinion, questioning the assumptions and intentions behind the words.

A message from... encourages students to take a critical look at commercially sponsored teaching resources using a questionnaire derived from guidelines produced by the National Consumer Council.

Unravelling the net requires internet access but will reward the logistical challenge! The www is important as a research tool and source of information, as well as a powerful medium for PR. This activity will begin to develop a healthily critical approach to the web.

Applying knowledge and understanding

Three activities investigate the PR industry in more detail.

Campaign strategy explores the tools of the trade by putting participants into the role of consultants responding to a PR crisis.

Press call is another role play which requires research on the www and the presentation of information in a press release and press conference.

Storyboard develops narrative skills and awareness of other tools used extensively in PR wars – the production of a video news release.

Developing attitudes and values

Toy story is a role play which explores the issue of labour rights using the example of toy workers in China. Participants adopt the roles of workers, factory owners, the Chinese government, a transnational toy company, and a pressure group, in negotiations to improve working conditions.

Ethical investor explores the issue of corporate responsibility. In response to pressure from campaign groups many TNCs are attempting to rebrand themselves by adding social and environmental concerns to their more traditional task of providing a good return for investors and value-for-money for customers. This role play requires research on the www and asks participants to decide which companies meet their ethical business criteria.

Appendices

This section includes background and follow-up material for some of the activities.

- 1 PR for beginners** gives background information for facilitators and can also be used as a handout for participants. It makes extensive use of quotations by all sides of the debate around corporate responsibility and the role of PR.
- 2 Rules of the road** provides guidelines for crisis management produced by Hill and Knowlton, the world's second largest PR company.
- 3 A long road** uses the history of the campaign for the responsible marketing of baby foods as a case study of the conflict between corporate and consumer interests.
- 4 The trading game** provides background information to facilitators on the world trading system and particularly the power that TNCs have in writing the rules. It can also be used as a handout for participants.
- 5 WTO – Shrink or sink!** is a 'turn around agenda' for reforming the World Trade Organisation endorsed by hundreds of NGOs from around the world.
- 6 Trade rounds** presents the Department for International Development's case for trade liberalisation and globalisation.

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- 7 **School meal deals** is an article by Joanna Blythman on school vouchers promotions.
 - 8 **Beyond the labels** highlights some of the health hazards associated with highly processed foods directed at children and the facts the food labels leave out.
 - 9 **Co-op fairtrade** is a detailed case study of the launch of the CWS Fairtrade initiative, including the marketing and PR strategies surrounding its own-brand Fairtrade chocolate and the arrival of Fairtrade bananas in the UK.
 - 10 **Fair & ethical trade** looks at attempts to give producers and workers a fairer deal.
 - 11 **Triple bottom line** is an article on working with Shell by corporate responsibility guru John Elkington, Chair of sustainable strategy consultants, SustainAbility.
 - 12 **Buy in or sell out?** articles by Patti Rundall, Baby Milk Action, and Anita Roddick, The Body Shop, which explore the issue of business-NGO partnerships.
 - 13 **Greenwash guide** provides six ways to detect environmental window dressing.
 - 14 **Bluewash** reveals the limitations of the United Nations Global Compact for sustainable development through a critique of a participating TNC, British American Tobacco.
 - 15 **Behind the scenes** looks at the workings of five pro-business advocates: the Transatlantic Business Dialogue, the powerful corporate/government body that helps to set the agenda for the World Trade Organisation; the Global Climate Coalition, which argues against regulations which will affect industries producing greenhouse gases; the International Chamber of Commerce, the most powerful international business lobby group; the World Economic Forum, an élite group of world leaders; and the European Round Table, an influential European business lobby group.

Resources

The **Resources** section provides a list of useful addresses, lists of books for further reading and other teaching materials, and related website addresses.

Evaluation form

During the trialling of the pack we received many useful suggestions for improving activities or follow-up work. We welcome further feedback from people who have used the materials. These will be incorporated in revisions of both the online and hard copy versions of the pack.

The pack and the curriculum

The pack develops knowledge, understanding and skills across many areas of the KS4 and above curricula. The activities will provide students with material which can be included in their portfolios.

The following grids give an indication of how different activities fit with various curricula – Global Citizenship (KS4 & A level), and A level Media Studies, Business Studies and General Studies.

The participatory style of the activities places great emphasis on research, analysis of information, weighing up often conflicting viewpoints, group discussion, and presenting conclusions to peers. These are summarised in the grid of Level 3 cross-curricula Key Skills.

Several activities give students the opportunity to apply the results of their analysis to produce their own media texts – leaflets, posters, press releases, video new releases and radio programmes.

The pack also covers areas of the Advanced GNVQs in Business, and Media – Communication and Production.

Global Citizenship curriculum (KS4 & A level)

activity	knowledge & understanding			skills				values & attitudes					
	social justice & equity: KS4 causes of poverty, role as global citizen; KS4+ understanding of global debates globalisation & interdependence: KS4 power relationships N/S, world economic & political systems; ethical consumerism; KS4+ complexity of global issues sustainable development: KS4 lifestyles for a sustainable world, global imperative of sustainable development; KS4+ lifestyles for a sustainable world critical thinking: KS4 critically analysing information, making ethical judgements; KS4+ handling contentious & complex issues ability to argue effectively: KS4 arguing rationally & persuasively from an informed position; KS4+ political literacy, participating in relevant political processes ability to challenge injustice & inequalities: KS4 selecting appropriate action to take against inequality; KS4+ campaigning for a more just & equitable world respect for people & things: KS4 & KS4+ following a personal lifestyle for a sustainable world sense of identity & self-esteem: KS4 & KS4+ open-mindedness empathy & sense of common humanity: KS4 sense of common humanity & common needs; KS4+ sense of individual & collective responsibility commitment to social justice & equity: KS4 commitment to social justice & equity; KS4+ commitment to the eradication of poverty concern for the environment & commitment to sustainable development: KS4 concern for the future of the planet & future generations; KS4+ commitment to sustainable development belief that people can make a difference: KS4 & KS4+ willingness to work towards a more equitable future												
What's in a name	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Branding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
A change of image	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
A warm welcome	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
The bottom line	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Every picture...	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Between the lines	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
A message from...	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Unravelling the net	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Campaign strategy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Press call	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Storyboard	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Toy story	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ethical investor	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

A level curricula

activity	Media Studies	Business Studies	Geography	General Studies
	<p>textual analysis: understanding methods used to construct meaning; representation of social groups</p> <p>audiences & institutions: develop understanding of media institutions, production processes, technologies and audiences</p> <p>media issues & debates: role of mass media in society; communicating ideas & values; politics & the media</p> <p>production: produce & evaluate own media texts; create and follow briefs</p>	<p>business objectives & environment: needs of stakeholders; accountability; environmental & ethical constraints; understanding of co-operation & inter-dependence in society</p> <p>business decisions & behaviour: marketing objectives, strategy & tactics; ethical & international issues; social costs</p> <p>people in organisations: labour relations & trade unions</p> <p>operations management: environmental protection; ethical considerations of production</p>	<p>spiritual, moral, ethical & social dimensions: strengths & weaknesses of the market economy; quality of life & distribution of well-being between & within economies; government intervention</p> <p>human systems & their management: growth of TNCs & impact of globalisation; change in economic activities; international trade & global patterns of production</p> <p>debates about social, cultural, political & economic issues: beliefs, ideology, values & moral reasoning; media & communication; moral responsibility; human behaviour & social, political & economic life</p>	
What's in a name	✓✓	✓✓		✓✓
Branding	✓✓	✓✓		✓✓
A change of image	✓✓	✓✓		✓✓
A warm welcome	✓✓	✓✓		✓✓
The bottom line				✓✓
Every picture...	✓✓	✓✓		✓✓
Between the lines	✓✓	✓✓		✓✓
A message from...	✓✓	✓✓		✓✓
Unravelling the net	✓✓	✓✓		✓✓
Campaign strategy	✓✓	✓✓		✓✓
Press call	✓✓	✓✓		✓✓
Storyboard	✓✓	✓✓		✓✓
Toy story		✓✓		✓✓

