

Makutano Junction

A Kenyan TV soap opera



Activity

Helping you develop the **Global Dimension** across the **curriculum**

8 Money and livelihoods

Activity description

- Class based exercise using Makutano Junction to explore the ethics of business and money, and looking at enterprise and exploitation

Aims

- To encourage students to think about different opportunities for making money, and what money is needed for.
- To compare how money is obtained/ earned in MJ with own life/other soaps

What you need?

- Money and livelihoods snippet
- MONEY 8.1 (character/situation summary) and 8.2 (still pictures of economic activity)
- Flip chart paper

- To look at the moral issues around making money, (exploitation etc.), leading on to thinking about fair trade and the injustices in the world trade system
- To explore opportunities for ethical enterprise within the school

Curriculum links

- Mathematics KS3 and 4:
1.3 Applications and implications
- PSHE:
1.1 Career
1.2 Capability
1.3 Risk
1.4 Economic Understanding
- RE KS3 and 4:
1.6 Values and Commitments
- Citizenship KS3 and 4:
1.1 Democracy and Justice

GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**.

The following six are covered by this activity:



Citizenship – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.



Social Justice – understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.



Diversity – understanding and respecting differences and relating these to our common humanity.



Values and Perceptions – developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.



Interdependence – understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.



Human Rights – knowing about human rights and understanding their breadth and universality.

The other two key concepts which can be explored using other Makutano Junction activities are :

Sustainable Development

Conflict Resolution

Find out more: www.globaldimension.org.uk

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the Curriculum Links table. For subjects outside the statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see www.globaldimension.org.uk

Top Tips

- Encourage students to recognise that corruption is a worldwide phenomenon - not just a problem in Africa. Think of examples of international corruption and the impact it has on poor people in both rich and poor countries.
- Encourage students to think about the different reasons people enter into dishonest or foolish money deals: greed, need, ignorance? These complex reasons are fundamentally the same whether in Kenya or the UK.

Preparation

This activity would work best with a group who has seen more of Makutano Junction than just the relevant episodes.

What you do

- Ask where the children get their money from – parents, paper rounds, birthday gifts, jobs. Ask for suggestions of other ways people may get money – bullying, selling drugs, black mail, fraud etc.
- Watch the relevant selected snippets of MJ (money changing hands snippets)
- As a class, list all the examples where money changes hands.
- In small groups each take a particular example (see *Money and livelihoods: Character/situation summary*) and picture, and discuss who benefits from the exchange in the short term, and in the long term. Who suffers? Is it a 'good' way of making money, or not?
- Putting the image in the centre of a large piece of paper, draw a map/ diagram of all the people affected by that transaction, and whether they are winners or losers. Encourage students to think beyond

the immediate characters involved to the wider community. Each group reports back to the class on their findings, describing the detail of the transaction and its implications. Ask the whole class if there is anything that could change within the situation or relationships that would make the transaction different – that would perhaps benefit more people and harm fewer.

- Think about economic activity locally or familiar. Are there any examples of transactions similar to any of the situations in Makutano Junction? Are there any that are particularly beneficial, or particularly harmful, either locally, nationally or internationally? Decide/vote on whether the group would feel comfortable engaging in that activity or not, and why.

Variations

- Instead of presenting the scenarios by describing them, role play them, each taking different characters. Instead of discussing how the situation could be changed, do this as forum theatre, with the 'audience' making suggestions for the characters to try out.
- Hot-seat characters involved in each scenario, about why they need the money, or how they feel about taking money from people.

Follow-up/research questions

- How can people get support to sort out money problems in Kenya? in the UK? Look at different models of economic activity, and explore co-operatives or collectives, social enterprises or community interest companies as ways of ensuring wider benefits than just profits for a few. Look at pros and cons of these.

- Contact the Young Co-operatives for information on how they can support you in setting up an ethical business in school, using Fair Trade products.
- Find out more about fair trade and explore what it means.
- Find out more about the global trading system, and how it benefits some and exploits others – need links to further resources on trade and trade justice here.

Useful resources

<http://www.fairtrade.org.uk/schools>
Fair Trade Schools Action Pack

<http://www.youngcooperatives.org.uk>
Young co-op

<http://www.letslinkuk.org>
Local exchange and trading systems

TAKE ACTION

- Think before you buy! Realise that money changing hands has wider implications. Look for ethical sources.
- Ask shops if they are members of the Ethical Trading Initiative when you buy clothes.
- Find out about becoming a Fair Trade School – contact the Fairtrade Foundation for info.
- Set up a Fair Trade tuck shop in Fair Trade fortnight.
- Find out about and join a local LETs scheme