

# RIGHTS IN PRACTICE

## LESSON 3: JUST TRADE & BUSINESS

### Lesson aim:

- ↘ To provide students with an understanding of the effect their consumption can have on people in other parts of the world.
- ↘ To raise awareness of the exploitation which occurs in the pursuit of cheap and accessible products.
- ↘ To highlight the impact of free trade on workers.

### Learning objectives:

At the end of this lesson students will be able to:

- ↘ explain what ethical and fair trade means to them;
- ↘ list ethical suppliers and why they are ethical;
- ↘ identify actions they could take to ensure their purchases are ethical or, at the least, raise their awareness about the source of what they buy;
- ↘ encourage family and friends to purchase ethically and the reasons for doing so; and
- ↘ explore the lives of workers who make the products they buy.

### Lesson outline:

#### In-class activity: Opening discussion

Ask students:

- 1) What they think economics is about
- 2) Who benefits from trade
- 3) Who should benefit from trade
- 4) What policies should be in place which give the greatest benefit to the most people?

#### Student activity: Product research

Explore which well-known companies, retailers and brands (that you purchase) have an Ethical Code of Conduct and are observant of international labour standards abroad and workers' rights at home.

Ask each organisation for a mission statement, the code itself and related policies and procedures. (See information resource section for actions which organisations could be taking.)

#### Student activity: Product research

Students should be asked to follow and report on the supply chain of something which they own or buy such as an iPod, t-shirt, trainers, sweatshirt, chocolate, coffee etc.

The report should contain the answers to at least the following questions:

- ↘ What is the brand associated with the product you investigated? Was it easy to find information on this brand and product? How did you go about finding this information?
- ↘ What standards does this company have in terms of labour, code of conduct, health and safety in their supply chain?
- ↘ How is the supply chain monitored to ensure it maintains brand standards?
- ↘ Based on your findings, do you think this brand is ethical?
- ↘ Would you continue to buy this product? Why/why not?

#### Follow-up student activity: Worker research

Now using the product you researched in terms of the supply chain, investigate the working conditions of those who manufacture/grow this product. The report should contain at least the following:

- ↘ Where is this product made (country, factory)?
- ↘ Who owns the means of production (multinational, indigenous industry etc)?
- ↘ Do they operate the correct labour standards (ILO labour standards)?
- ↘ Who is employed to make this product?
- ↘ What is their average hourly earnings?
- ↘ What type of working conditions do they have (hours of work, physical exertions)?
- ↘ What representation do they have?
- ↘ If they are members of a union, what union is it? What are the aims of this union?
- ↘ If not in a union, what union could they join? Why are they not in a union?