FAIR'S FAIR

Life and rights in the global sports industry

A cross-curriculum resource for **9 to 14 year olds**

anti-slavery
today's fight for tomorrow's freedom

ATL the education union

NASUWT The Teachers' Union

NUT

TUC

PLAYFAIR 2012 CAMPAIGN

FOREWORD

Dear Teacher

This interactive teaching resource has been developed by Anti-Slavery International, the Association of Teachers and Lecturers (ATL), NASUWT, the National Union of Teachers (NUT) and the Trades Union Congress (TUC), working in close collaboration with a group of teacher members with an interest in international development.

I hope that Fair's Fair enables you to deepen pupil's understanding of our interconnection through global trade and world sporting events like the Olympics, World Cup and Commonwealth Games. The pack provides the opportunity to investigate how this relates to human rights in the workplace, trade unions and global justice. These core themes enable the resources to be used at any time, not only when a major world sporting event is taking place.

The pack encourages pupils to act on their increased knowledge and understanding, and provides practical ways in which they can use their collective voice to influence the decision makers and systems that trap millions of people in low-paid, low-skilled jobs in the supply chains that span the globe. By encouraging them to be active global citizens, this will help pupils contribute to creating a fairer world, and support these workers in their own struggles to have their human rights respected.

Please let us know how useful these teaching materials are by completing the form inside, or the online survey.

Brendan Barber
General Secretary
Trades Union Congress

Producing athletic footwear, Indonesia

Garment worker, Sri Lanka

Garment workers campaigning for better pay and conditions, Bangladesh

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• DVD for Lessons 1, 2, 5, 6, 7, 8	Back pocket

02 INTRODUCTION

This cross-curriculum resource enables pupils aged 9–14 years to find out about who makes the sportswear and sporting merchandise they buy. It brings alive the concepts of human rights, equality and fairness by telling the stories of people who make these goods in poorer countries, often working with few rights for poverty wages.

Pupils investigate what a 'global supply chain' is and how they and workers in poorer countries are connected through this chain. They debate some of the moral and ethical issues associated with the global trade in sportswear, and merchandise for major sporting events. Pupils explore human and trade union rights in relation to the world of work, and develop their understanding of why decent working conditions are part of the United Nations Millennium Development Goals, which aim to end poverty by 2015.

By focusing on global connections, pupils are encouraged to think about the actions they can take to help create a fairer world. The lesson ideas and activities make links between different subjects including art and design, citizenship, English, geography and maths.

This pack has been produced for the Playfair 2012 project and campaign. The campaign calls on the sportswear industry and Olympic movement to ensure that the rights of workers making their products in global supply chains are respected, in line with internationally recognised standards and the UN Universal Declaration on Human Rights.

The campaign is coordinated by the Trades Union Congress (TUC) and Labour Behind the Label, and supported by more than 20 trade unions and campaigning organisations. While Playfair 2012 is focused on the London Olympic Games, it is part of the ongoing global Play Fair campaign calling for the rights of all workers involved in delivering world sporting events to be respected.

HOW TO USE THIS RESOURCE

Fair's Fair has been designed to have a broad scope to ensure that the lessons can be integrated into subject areas and concepts in the National Curriculum for England; the Northern Ireland Curriculum; the Curriculum for Excellence in Scotland; and the National Curriculum in Wales. While some subject areas are suggested, we recognise that a more mainstreamed approach exists in some countries, and therefore teachers will be best placed to decide where to teach about these issues.

The terms KS2 and KS3 have been used in this pack to refer to the suggested relevant age ranges. This relates to P5-S3 in Scotland.

Fair's Fair can be used as consecutive or stand-alone lessons. Lessons are supported by activity sheets, photo cards, key words and further information sections, and an accompanying video made by pupils.

Lessons 1–5
These explore the ways in which our lives are connected to others through world sporting events and global trade. They enable children and young people to:

- find out about who makes the sportswear and sporting merchandise we see in our shops
- explore and debate human and trade union rights at work
- understand what a 'global supply chain' is and where they fit in.

They are designed to be used alongside the matching activity sheets (KS2/3), photo cards (KS2) and video (KS2/3), as well as the online quiz and Unfair Factory game.

Lessons 6–10
These explore some of the solutions to the problems that pupils have investigated. They enable children and young people to:

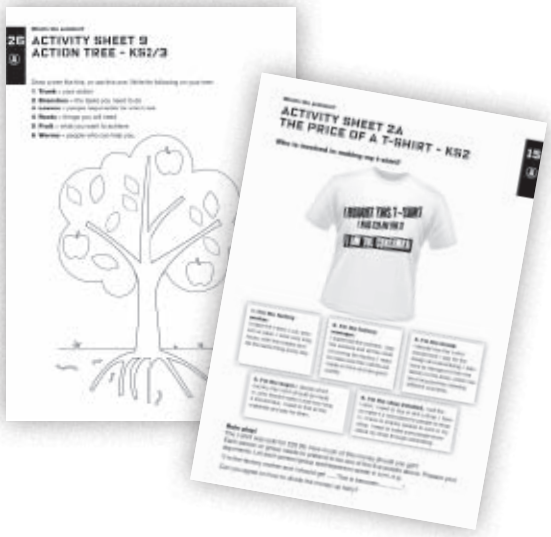
- imagine alternative futures for places and for the people who live and work in them
- understand how collective action in one place has consequences elsewhere
- consider the actions that individuals, groups and organisations can take to create a fairer world.

They are designed to be used alongside the matching activity sheets (KS2/3) and video (KS2/3).

If time is limited, lessons 2 (KS2/3), 3 (KS2) and 4 (KS3) are the most important for developing understanding about how we are interconnected through global supply chains, and the impacts on workers of having few workplace rights. Lessons 7 and 10 (KS2/3) in particular, explore why decent working conditions are important for eliminating poverty, and suggest a practical way to try to influence a major sportswear brand.

When using Fair's Fair and selecting any additional resources, please take care not to portray workers and their families as powerless and oppressed, but show how many are involved in trying to claim their rights and improve their lives through campaigning and trade union activities. The information in this pack focuses on the lives of people working in homes/factories in global supply chains. In producing countries, as in the UK, there are disparities in wealth, and in access to services and opportunities across society.

We hope these resources help you to provide positive, fun and robust learning experiences for your pupils.



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LESSON 1: GLOBINGO/QUIZ - KS2/3

ACTIVITY

Objective
A starter to get pupils interacting and interested in the issues.

Outcome
To understand that there is more at stake in world sporting events like the Olympics than sporting achievement.

KS2
Watch the video clip 'What do you think about the Olympics?' and ask pupils for their ideas after watching. Give each pupil a Globingo sheet. They need to ask a different person each question and write their responses on the sheet.

Discussion
- What is the most surprising fact that you have learned?
- What do you find fair or unfair?
- How do you think the low wages and long working hours affect workers and their families?

KS3
Watch the video clip 'What do you think about the Olympics?' and ask pupils for their ideas after watching. Play the online Playfair Quiz in pairs or groups. Reveal answers using the PowerPoint.

Discussion
- What is the most surprising fact that you have learned?
- How do you think the low wages and long working hours affect workers and their families?
- How does the information compare to the Olympic Values?*
- What do you think can be done to improve these working conditions?
- When thousands of workers are paid low wages, how could this affect a poor country's development?

* The **Olympic Values** are friendship, excellence and respect. The **Paralympic Values** are inspiration, determination, courage and equality.

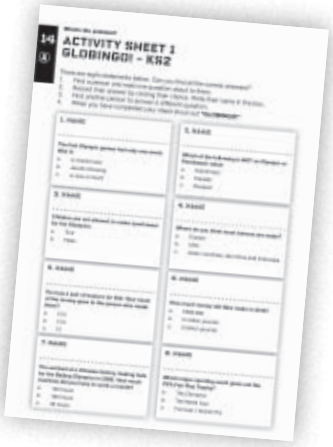
POSSIBLE SUBJECT AREAS

KS2/3 – citizenship

RESOURCES

- Activity sheet 1: Globingo/Quiz – KS2
- Playfair Quiz Powerpoint (PPT) – KS3 (questions and detailed answers)
- Playfair Quiz PDF – KS3 (questions)
- Both the PPT and PDF can be downloaded at: **www.playfair2012.org.uk/publications/education-materials/**

KS2/3: 'What do you think about the Olympics?' (2 mins, 3 secs)


ACTIVITY SHEET 1
GLOBINGO! - KS2

Answers Globingo KS2
1. **C** The only event in the first Olympic games was a race on foot.
2. **A** Supremacy. See below left for the full list of values*.
3. **False** The International Olympic Committee does not require Olympic branded goods suppliers to ban child labour.
4. **C** Most trainers are produced in Asian countries like China, Vietnam and Indonesia.
5. **C** £1. This could be shared out between as many as 40 factory workers.
6. **C** Nike's profits in 2010 were £5.4 bn.
7. **B** 160 hours, although working 36 hours overtime each month is the legal limit in China.
8. **B** The FIFA Fair Play Trophy is given to the team with the best record of fair play during the World Cup final tournament.

LESSON 2: THE PRICE OF A T-SHIRT - KS2/3

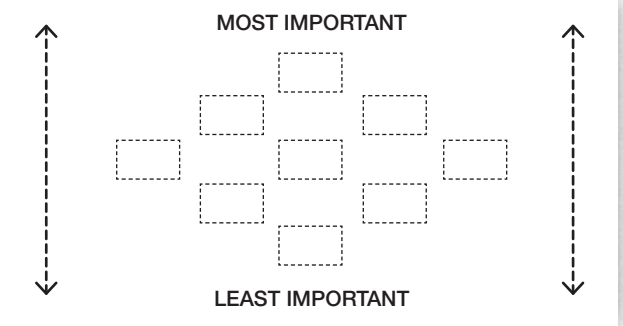
ACTIVITY

Objective
To think about how we are interconnected through global trade.

Outcome
To understand what a global supply chain is and how a t-shirt is produced; to think about the winners and losers within this process.

KS2/3 Opening discussion
What do you consider when buying a t-shirt? For example, price or brand?

Ask the class to rank their choices in a diamond shape (as shown below) and discuss the reasons for their choices.



Discuss
How did your t-shirt make it into the shops? Think about who makes it, what stages are involved in production and how it gets to your local shops.

Activity sheet 2a: The price of a t-shirt – KS2
This t-shirt was sold for £29.99. Pupils take on the role of factory worker, buyer etc. How much of this money should you get in your role?
Each group prepares/puts forward their arguments. Can you agree on a fair division of the money?

Activity sheet 2b: The price of a t-shirt – KS3
The consumer paid £29.99 for this t-shirt. How much should each person in the global supply chain get? What would be fair? Divide the £29.99 into five amounts. Why did you decide to divide the money in this way? Give reasons.

KS2/3 Answers*
Watch the video sequence 'Who gets what in a global supply chain?' or reveal the answers below:
- I'm the retailer and I make £16.33
- I'm the brand and I get £11.16
- I'm the buyer and I get £2.00
- I'm the factory manager and I make 26p
- I'm the factory worker and I earn 24p

What is most surprising, fair or unfair?

KS2: Tell the story of a t-shirt
See '10 more things you can do', page 28.

KS3: Follow-up discussion
Use relevant sections from the further information/ key word sections to discuss where factories are, how global supply chains operate and the impact on workers.

*Figures based on research by the International Textile, Garment and Leather Workers Federation (2008).

POSSIBLE SUBJECT AREAS

KS2 – geography and maths
KS3 – citizenship and geography

RESOURCES

- Activity sheet 2a: The price of a t-shirt – KS2
- Activity sheet 2b: The price of a t-shirt – KS3
- 10 more things you can do, page 28
- Key words, page 29
- Further information, pages 30–32

KS2/3: Who gets what in a global supply chain? (40 secs)

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LESSON 3: REAL LIVES – KS2

ACTIVITY

Objective
To explore the lives of people making sporting goods in different countries.

Outcome
To analyse and evaluate information; consider what is fair and unfair; understand rights at work and how these affect workers and their families.

KS2
There are four photo cards. These could be used as a 'carousel' activity with a group of pupils taking one card and then moving on to the next. There are instructions on each card for pupils. Before using the photo cards, use sections from the online resource 'The World of Work' to encourage pupils to think about why we work and what sort of jobs people do, and to understand the role of trade unions.

Group 1: Where in the world? Photo card 1
- What do you see in each picture?
- In which parts of the world do you think these products are being made?
- What do you think these pictures have to do with sporting events like the Olympics?

Group 2: Sandamalee's day. Photo card 2
- How many hours a day does Sandamalee work?
- Why does she work overtime?
- How much money does she have left each month after she has sent money home?
- What would you like/dislike about Sandamalee's day?

Group 3: Fair/unfair. Photo card 3
- What's fair/unfair in these stories?
- Can you find any evidence to show people being treated fairly or unfairly at work?

Group 4: Rights at work. Photo card 4
- Which rights do you think are most important?
- Rank them in a diamond shape.
- Do you think there are any rights missing?

Discussion
- What is fair/unfair about these stories?
- Why do you think rights at work are important?
- How could a trade union help to improve the lives of the workers mentioned?

POSSIBLE SUBJECT AREAS

KS2 – citizenship, English, geography

RESOURCES

- Activity 3: Photo cards 1, 2, 3 & 4 – KS2 (back pocket)
- The World of Work **www.ebctuc.co.uk/working-lives**
- 10 more things you can do, page 28
- Key words, page 29
- Further information, pages 30–32
- Successful campaigns, page 33

Photocards

Photo card answers
Photo card 1. Photo 1 was taken in India and shows a boy working from home making a sports jacket; photo 2 was taken in a factory in Thailand producing for Nike; photo 3 was taken at the PT Panarub factory where workers make Adidas trainers and have been sacked for their trade union activities; and photo 4 shows a dormitory for workers in Indonesia, where eight workers usually share one room.

Photo card 2. This picture was taken in Sri Lanka (around 75 per cent of workers in all sportswear supply chains are women).

Photo card 3. This picture was taken in a factory producing sportswear in Vietnam (the worker's chair does not have a back rest, a basic health and safety provision).

Photo card 4. This picture was taken in a factory producing athletic footwear in Indonesia.

LESSON 4: REAL LIVES – KS3

ACTIVITY

Objective
To explore the lives and rights of people who make sporting goods.

Outcome
To understand rights in the workplace; to analyse and evaluate information; to think critically about why rights are not always respected at work; and to understand the potential impact on development.

KS3
Use sections from the online resource 'The World of Work' to encourage pupils to think about why we work, what sort of jobs people do, and to understand the role of trade unions. Afterwards, discuss the kinds of responsibilities pupils think they will have when they start work.

What rights might they expect in the workplace?

Explore
Activity sheet 4a: Rights at work
Read and discuss the rights described on the sheet in pairs.
- Which rights do pupils feel are the most important and why?
- Are there any missing?

Activity sheet 4b: Life in sporting goods factories
Read the quotes from seven different factory workers.
- Which rights are/are not being respected in these stories?
- Collect evidence by underlining key words.

Discuss/follow–up
- Why do you think rights at work are important?
- When workers are denied their rights, how could this affect them and their families?
- How could a trade union help to improve the lives of the workers mentioned?
- Why might respecting workplace rights be important for eliminating poverty?

Find out five facts about internationally recognised rights at work, for example by visiting: **www.un.org/cyberschoolbus/humanrights/resources/plain.asp**

POSSIBLE SUBJECT AREAS

KS3 – citizenship and geography

RESOURCES

- The World of Work **www.ebctuc.co.uk/working-lives**
- Activity sheet 4a: Rights at work – KS3
- Activity sheet 4b: Life in sporting goods factories – KS3
- Successful campaigns, page 33
- More workers' stories: **www.oxfam.org.au/explore/workers-rights/adidas/suwandis-story**
- Key words, page 29
- Further information, pages 30–32

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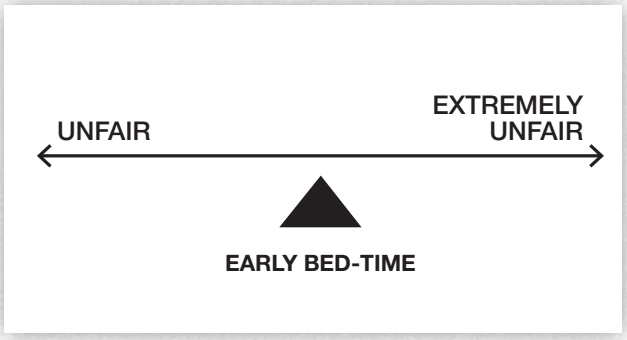
LESSON 5: THE UNFAIR FACTORY GAME - KS2/3

ACTIVITY

Objective
To take part in a fun, hands-on activity making sports merchandise in typical factory conditions faced by workers around the world.

Outcome
To learn about the working conditions of people making sporting goods; to consider what is fair and unfair about their working lives.

KS2/3 What's not fair?
Ask the class what has happened to them recently that they thought was not fair.
Introduce the idea of degrees of unfairness and resulting levels of feeling.
Start to display them on a scale of increasing unfairness.



KS2 Play the Unfair Factory game - paper version

1. Use Activity sheet 5a.
Each pupil needs a photocopied sheet, a pair of scissors and colouring pens. They need to colour and cut out three hats in six minutes. How many hats did you make? How much money did you earn?

2. Use Activity sheet 5b.
Pupils need to think about how much money they have earned and what they need to buy. They need to work out how they will spend their wages, and how much money they will have left.

KS2/3 Play the Unfair Factory game – online version

Discussion KS2/3
How much did you get paid?
What sort of hours did you have to work?
What other problems did you face?
How fair do you think it is to work in these conditions?
Did you have any chances to improve your working conditions?
What difficult decisions did you have to make?

What's fair/unfair?
Ask pupils to make a list of what they found fair or unfair when playing the game and in the previous activity 'Real lives'. Watch the video sequence 'What's fair and unfair in the workplace?' Pupils tick ideas similar to their own and note down new ideas. Ask where they might place their ideas on a fair/unfair scale.

POSSIBLE SUBJECT AREAS

KS2 – citizenship and maths
KS3 – citizenship

RESOURCES

- The Unfair Factory game **www.playfair2012.org.uk/game**
- Activity sheets 5a and 5b: The Unfair Factory game – KS2
- Scissors, colouring pens, timer
- Key words, page 29
- Further information, pages 30–32.

KS2/3: What's fair and unfair in the workplace? (1 min, 22 secs)

LESSON 6: ETHICAL TRADE - KS2/3

ACTIVITY

Objective
To find out what ethical trade means.

Outcome
To have understood the key principles of ethical trade and why this is important for international development; to write persuasively for a real audience.

Starter
- What do you know about Fair Trade?
- Do you buy any Fair Trade products?
- Do you know anything about ethical trade?

Activity sheet 6: Ethical trade – KS2/3
Read the information about ethical trade.
1. Ask pupils 'How could ethical trade benefit workers and their families, as well as the country producing goods?'. To gain more of an understanding of one of the key principles of ethical trade, a living wage, pupils could watch the video clip 'What do we need to live and work in dignity?'.
2. Write a letter to a sportswear brand persuading it to adopt the principles of ethical trade, and send these as a class.

For further research pupils could visit:
- **www.ethicaltrade.org**
- **www.un.org/cyberschoolbus/humanrights/resources/plain.asp**

Universal Declaration of Human Rights Plain Language Version where they will be able to find out which human rights are linked to the principles of ethical trade.

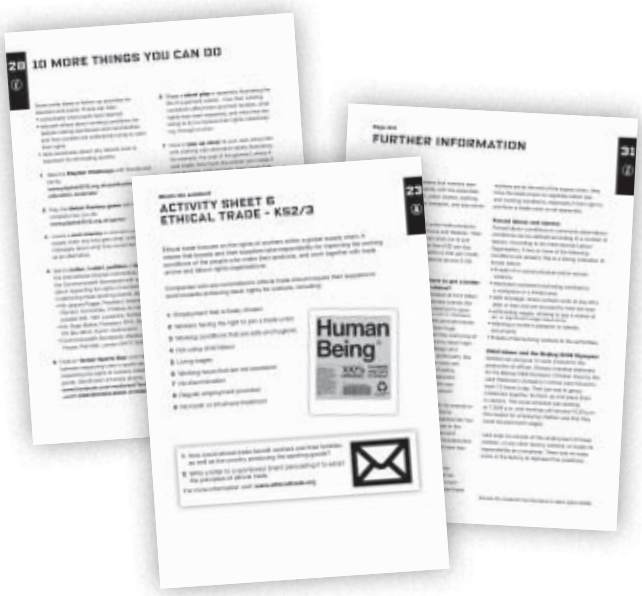
POSSIBLE SUBJECT AREAS

KS2/3 – citizenship, geography, English

RESOURCES

- Activity sheet 6: Ethical trade – KS2/3
- **www.ethicaltrade.org**
- **http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp**
- 10 more things you can do, page 28
- Key words, page 29
- Further information, pages 30–32

KS3: What do we need to live and work in dignity? (2 mins, 7 secs)



LESSON 7: OUR FAIR FACTORY CHARTER - KS2/3

ACTIVITY

Objective
To imagine alternative futures for people producing sportswear and merchandise in factories in developing countries.

Outcome
To think creatively; collaborate; refine, modify and develop ideas.

KS2/3
Recap on what an 'Unfair Factory' might be like to work in. Ask pupils to come up with a list of three ideas in pairs. Discuss their ideas as a whole class. Add unreasonable working hours, forced labour and the right to join a trade union not being respected, if pupils have not touched upon these. Watch the video sequence 'How would you like your workplace to be? and ask pupils to note three instances of fairness and unfairness. Discuss their observations.

Now watch the 'Decent work' animation by the International Labour Organisation
www.ilo.org/public/english/dw/ilo-dw-english-web.swf
What are three important things about decent work that they have learned?

Imagine you are a factory worker making sportswear or sporting goods for famous brands. How would you like your lives to be different?
- What would your ideal factory look like?
- What facilities would you have?
- How would you be treated?
- What rights would you have?

Explore ideas in groups. Which ideas are realistic and which would have the most impact? Who could help you make these ideas happen?

Activity sheet 7: 'Our Fair Factory Charter' - KS2/3
Create a 'Fair Factory Charter' in groups. Include symbols to describe your ideas, e.g.

= regular breaks

Follow-up discussion
Imagine how our 'Fair Factory Charter' could help contribute to eliminating poverty in developing countries.
Where does decent work fit into the UN Millenium Development Goals?
Investigate by visiting
http://cyberschoolbus.un.org/mdgs/index.asp

POSSIBLE SUBJECT AREAS

KS2/3 – geography, and art and design

RESOURCES

- Activity sheet 7: Our Fair Factory Charter – KS2/3
- Decent work animation
  www.ilo.org/public/english/dw/ilo-dw-english-web.swf
- Further information: What are the key issues for workers?, page 30

KS2/3: How would you like your workplace to be? (2 mins, 30 secs)

LESSON 8:
WHAT WE'D LIKE TO DO - KS2/3

ACTIVITY

Objective
To work as a team to develop a creative and effective action.

Outcome
To collaborate, negotiate, evaluate; to consider how to influence people; to make decisions.

KS2/3 What would you like to do?
Watch the video sequence 'Take action: What would you like to do?' Pupils in the clip have been thinking about how they could support workers in poorer countries who are trying to get decent working conditions and a living wage. Ask pupils which of the ideas they think is the best and why?

You could also discuss other successful campaigns using the information on page 33. Boycotts would not be encouraged because this could lead to workers losing their jobs.

Activity sheet 8: What we'd like to do – KS2/3
Which action is the best for you to do? Read the suggestions. Then think of your own ideas and write them in the speech bubbles.

As a group, decide on one action to take forward. Use the table to help you. Also think about who influences you and who you could have the most influence over. Pupils could draw 'circles of influence' as shown on the right.

Whole class feedback
Each group outlines their chosen action and why they think it is the best to take. Discuss which are the easiest actions to take and which could have the most impact.

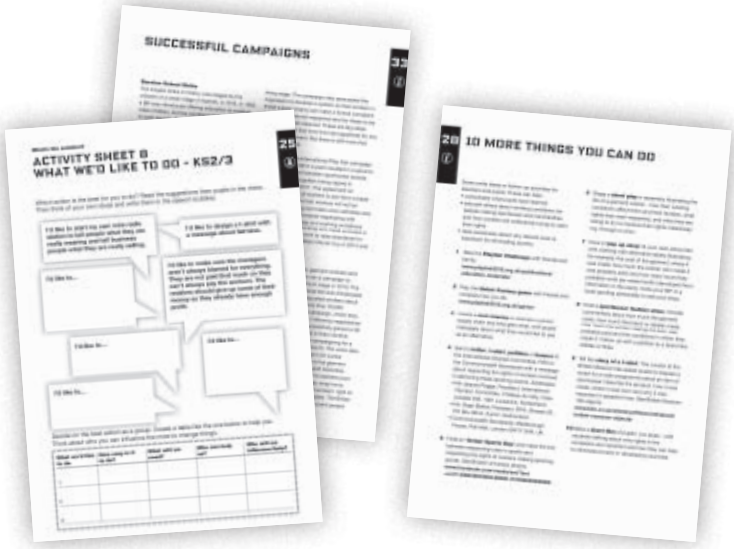
POSSIBLE SUBJECT AREAS

KS2 – citizenship
KS3 – citizenship and geography

RESOURCES

- Activity sheet 8: What we'd like to do – KS2/3
- 10 more things you can do, page 28
- Successful campaigns, page 33

KS2/3: Take action: What would you like to do? (4 mins)



CIRCLES OF INFLUENCE

What's the solution?

LESSON 9: ACTION TREE

ACTIVITY

Objective
To work collaboratively and creatively as a team to plan an action.

Outcome
Creative thinking; team work, forward thinking, organisation, planning, prioritisation.

KS2/3 Activity sheet 9, Action Tree*
Work in groups. Pupils first need to decide on an action to take, or use the one agreed in the previous activity.

Pupils draw a tree on a poster-sized piece of paper and complete as follows:
- **Trunk:** our action
- **Roots:** tools or resources needed
- **Branches:** tasks
- **Leaves:** people responsible for each task
- **Fruit:** what we want to achieve
- **Worms:** helpers.

Follow-up activities
- Carry out the action!
- Reflect on how well it went. Pupils could draw a picture of a person to represent how they feel their project has gone (as below).

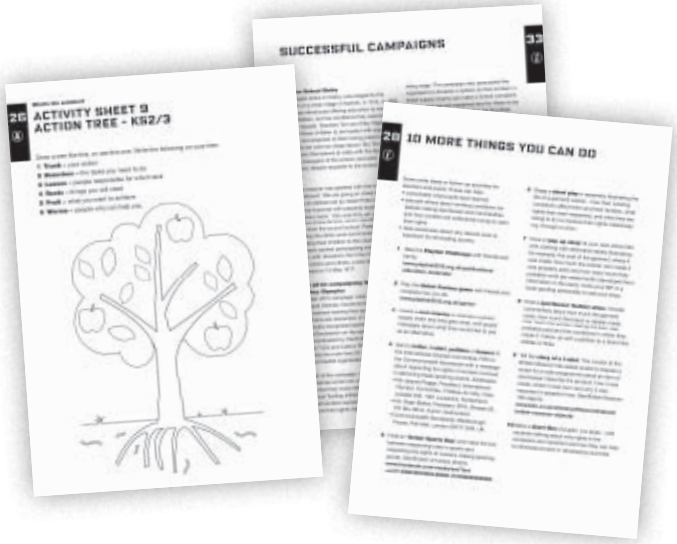
Heads and hearts reflection
Head = write what you have learned
Heart = write how your feelings have changed
Stomach = write the challenges you have overcome
Hands = write down the impact your action had on other people
Feet = write what you'd like to do now
Legs = advice for others who might work on this issue

POSSIBLE SUBJECT AREAS

KS2 – citizenship
KS3 – citizenship and geography

RESOURCES

- Activity sheet 9: Action tree – KS2/3
- 10 more things you can do, page 28
- Successful campaigns, page 33



*With thanks to ActionAid for permission to use the 'Action Tree' from 'Get Global' (www.getglobal.org.uk/)

LESSON 10: T-SHIRT ACTION

ACTIVITY

Objective
To take action on an issue to try to influence others.

Outcome
To write persuasively using your own words; to think about how to influence decisions or processes that affect other people.

KS2/3
This activity provides a 'ready-made action template' that pupils could use to show their support for people making sportswear in other countries. Other ideas are provided in '10 more things you can do' on page 28.

The activity sheet contains a 'cut out t-shirt' which represents the millions of people around the world who make them.

Ask pupils to:
- Write their name on the t-shirt
- Decorate it in any way they like
- Write a message on their t-shirt saying how they would like life to change for workers producing sportswear in poorer countries. (Recap on what they have learned about decent work and workplace rights.)

Each pupil could make their own individual cut-out t-shirt. Alternatively they could bring in an old t-shirt and sign it as a class or group.

Where to send the t-shirts
Either send it to somebody who has the power to change things for the better, for example:

Mr. Herbert Hainer, CEO Adidas-Group,
Adidas AG,
Adi-Dassler-Str. 1-2, World of Sports 1623B,
91074 Herzogenaurach, Germany.

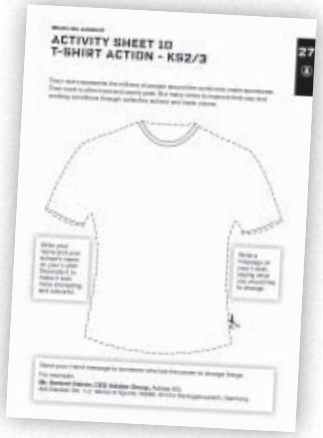
Or invite your MP into school and give them your signed t-shirts. Hosting an MP visit is a good way of helping pupils speak up on issues that are important to them. Give your MP lots of notice as they can be very busy.

POSSIBLE SUBJECT AREAS

KS2/3 – citizenship

RESOURCES

- Activity sheet 10: T-shirt action – KS2/3
- You can find your MP's contact details at **www.parliament.uk/mps-lords-and-offices/mps/**


ACTIVITY SHEET 10
T-SHIRT ACTION - KS2/3

What's the problem?

ACTIVITY SHEET 1
GLOBINGO! - KS2

There are eight statements below. Can you find all the correct answers?

1. Find a person and read one question aloud to them.
2. Record their answer by circling their choice. Write their name in the box.
3. Find another person to answer a different question.
4. When you have completed your sheet shout **"GLOBINGO!"**

1. NAME

The first Olympic games had only one event. Was it:

a. A chariot race
b. Javelin throwing
c. A race on foot?

2. NAME

Which of the following is NOT an Olympic or Paralympic value:

a. Supremacy
b. Equality
c. Respect

3. NAME

Children are not allowed to make sportswear for the Olympics.

a. True
b. False

4. NAME

Where do you think most trainers are made?

a. Europe
b. USA
c. Asian countries, like China and Indonesia

5. NAME

You buy a pair of trainers for £50. How much of the money goes to the person who made them?

a. £15
b. £10
c. £1

6. NAME

How much money did Nike make in 2010?

a. £500,000
b. 5 million pounds
c. 5 billion pounds

7. NAME

You worked at a Chinese factory making hats for the Beijing Olympics in 2008. How much overtime did you have to work a month?

a. 120 hours
b. 160 hours
c. 36 hours

8. NAME

Which major sporting event gives out the FIFA Fair Play Trophy?

a. The Olympics
b. The World Cup
c. Formula 1 Grand Prix

ACTIVITY SHEET 2A
THE PRICE OF A T-SHIRT - KS2

Who is involved in making my t-shirt?

1. I'm the factory worker.
I make the t-shirt. I cut, sew, iron or pack. I work very long hours, with few breaks and do the same thing every day.

2. I'm the factory manager.
I supervise the workers. I pay the workers and all the costs of running the factory. I need to make sure the t-shirts are made on time and are good quality.

3. I'm the brand.
I decide how the t-shirt should look. I pay for the design and advertising. I also have to transport it from the factory to the shop, which can be a long journey crossing different countries.

4. I'm the buyer. I decide which country the t-shirt should be made in, who should make it and how long it should take. I need to find all the materials and pay for them.

5. I'm the shop (retailer). I sell the t-shirt. I need to buy or rent a shop. I have to make it a nice place for people to shop in. I have to employ people to work in my shop. I need to make sure people know about my shop through advertising.

Role play!
The t-shirt was sold for £29.99. How much of this money should you get?
Each person or group needs to pretend to be one of the five people above. Prepare your arguments. Let each person/group spokesperson speak in turn, e.g.

"I'm the factory worker and I should get .....This is because.....".

Can you agree on how to divide the money up fairly?

16 A

ACTIVITY SHEET 2B
THE PRICE OF A T-SHIRT - KS3

Here are some of the people involved in making, selling and buying a t-shirt. They are all part of a 'global supply chain' that can stretch all over the world.

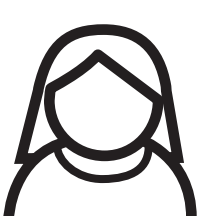
The factory worker
Factory workers are the people who make the t-shirts. They might be involved in cutting the pieces of the t-shirt, sewing them together, ironing them or packing them. They often work very long hours in difficult conditions. They need to earn enough money to pay for food, shelter, transport, clothes and medicines and have some to spare.

The factory manager
Factory managers supervise the workers to make the t-shirts. They work with the buyer to agree a production schedule. They agree the number of t-shirts they are going to make and the quality of the t-shirts. To get the work they may be required to make and deliver the t-shirts extremely quickly. They need to pay the workers and all the costs of running the factory.

The buyer
The buyer is involved in the production process for the t-shirts. They decide where to get the t-shirts made, who is going to make them and how long this should take. They also need to find all the materials and pay for them. Buyers often want to get the t-shirts made as quickly and cheaply as possible.

The brand
Brands decide how they want the t-shirts to look. They pay for the design of the t-shirts and for advertising them (for example on posters or TV). They also pay for the t-shirts to be transported from the factory to the shop.

The retailer (shop)
Retailers sell the t-shirts to people. They might need to buy or rent a shop. They need to make it a pleasant place for people to come to. They also have to employ staff to work in the shop. They might also pay to advertise their shop to customers.



The consumer
This is the person who buys the t-shirt. For example, you!

ACTIVITY SHEET 2B
THE PRICE OF A T-SHIRT - KS3

Who gets what? You decide!

The consumer paid £29.99 for this t-shirt.

- How much should each person in the global supply chain get?
- What would be fair?
- Divide the £29.99 into five amounts.
- Why did you decide to divide the money in this way? Give reasons.

Role play!

You could do this exercise as a role play. One person could play the worker, one the manager and so on.

- How much of the £29.99 should you get?
- Argue your point of view and try and reach a consensus decision.

What's the problem?

ACTIVITY SHEET 4A
RIGHTS AT WORK - KS3

When you start working, here are some of the rights you should expect in the workplace. Which do you think are the most important and why? Are there any missing?

Rights at work

1. To earn a living wage
This means earning enough to pay for food, shelter, transport and healthcare with some left over to spend on other things you may need.

2. Working hours that are set by rules and are not excessive
You should not be forced to work more than the hours stated in a regulation. In the UK this is set by European rules and is 48 hours a week for most workers. Overtime should not be required on a regular basis, as everyone has the right to rest.

3. To work in safe and healthy conditions
For example, if you are working in a factory with chemicals, you should be provided with protective clothing and gloves.

4. Freedom from discrimination
You should not be discriminated against at work, for example because of your age, religion or gender.

5. A contract of employment
A contract proves that you are being employed by someone else. It should set out your responsibilities, working hours and benefits, like maternity/paternity cover, sick leave, paid holiday entitlement.

6. The right to join a trade union
People at work can join together in trade unions, giving them a collective and independent voice in the workplace. As members of a trade union, workers have more power together than they do as individuals. This helps them negotiate better pay and working conditions with their employers.

Clean Clothes Campaign

Your task

Read *Life in sporting goods factories* (Activity sheet 4b)

- Which rights are/are not being respected in these stories?
- Collect evidence by picking out key words or phrases.
- Why do you think rights at work are important?
- When workers are denied their rights, how could this affect them and their families?
- Why might respecting workplace rights be important for eliminating poverty?
- Why do you think workers who join a union might be intimidated by their employer?

ACTIVITY SHEET 4B
LIFE IN SPORTING GOODS FACTORIES - KS3

Many sportswear products and goods are made in developing countries like Indonesia, Cambodia and Sri Lanka. Some will end up in our shops. Millions of young women and men work in factories to produce these products. Here are some of their stories...

I worked from early in the morning until 2 a.m. the next day... I was so exhausted, but I was still required to go to work as usual the next day.

13-year-old girl making stationery for the Beijing Olympics in China

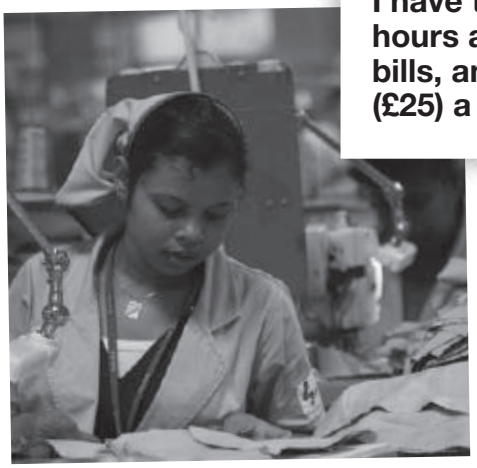
None of us have time to go to the toilet or drink water. Even so, we are working without rest and are always afraid of not working fast enough to supply soles to the next production line. The supervisors are pressuring and nagging us all the time.

Worker making New Balance shoes, Dongguan, China

Sheran works as a dispatch operator for a Nike supplier in Sri Lanka. His job is to check the cutting of the fabric and quantities are accurate.

Sheran is employed on a permanent contract and his employer has provided training on health and safety.

I get 14 days paid leave in a year, but no paid sick leave. I definitely can't survive on my basic wage of Rs.11,000 (£64) a month. I have to work overtime. I work about 60 hours a week. Accommodation, excluding bills, and childcare alone costs Rs.4,500 (£25) a month.



Clean Clothes Campaign

My wage is conditional. If I don't complete my daily target within the regular working hours, I have to work overtime without pay to finish my target.

Garment worker on a temporary contract in a factory supplying Nike, Adidas and Fila in Indonesia

20 A

ACTIVITY SHEET 4B
LIFE IN SPORTING GOODS FACTORIES - KS3

I work in a factory producing a famous brand of sports shoes in an industrial district of Indonesia, not far from the capital Jakarta. To begin with I was working in the sewing section, I found my work manageable. But since the time I participated in a small demonstration to ask for better wages I have been treated harshly by factory management.

My boss treats me like I'm of no value. Every day I am moved between work stations and if opportunities for better work arise I am never offered the chance to take them. It makes me feel tired and depressed. As a worker on a low wage, sometimes I get scared when I imagine my future.

Sewani, aged 24, Indonesia

Sandamalee, aged 26, works as a machine operator in Sri Lanka. She makes Adidas t-shirts and trousers.

Sandamalee works from 7 a.m. to 6 p.m. She is allowed a 10 minute tea break in the morning and afternoon, and half an hour for lunch. She says that she spends a lot of time standing in her job. In the factory there is air-conditioning, but dust from the fabric circulates and she ends up breathing this in.

When Sandamalee gets home she washes some clothes, cleans her room and cooks herself dinner. She usually eats rice with vegetables. Once a week she treats herself to fish or meat.

Sandamalee cannot afford to live on her basic wage so she works overtime to make ends meet. Even so, she is not able to see her family often. They live in a village over 300km from her boarding house. Her father is a farmer and she has three sisters and three brothers. Every month she sends home Rs.5,000 (£28) to support them.

Sandamalee has a written contract with her employer, which has been explained to her and which she has signed.

I am always alone. Not a single worker or any of the union members dares to talk to me either in the workplace or in the canteen.

Waraporn Rakthai, union president in a sportswear factory, Thailand

©International Labour Organisation/Crozet M

ACTIVITY SHEET 5A
THE UNFAIR FACTORY GAME - KS2

Message from the boss

You need to make 3 caps today.
If you make all 3 caps perfectly you will earn £3.79.
You have 6 minutes.

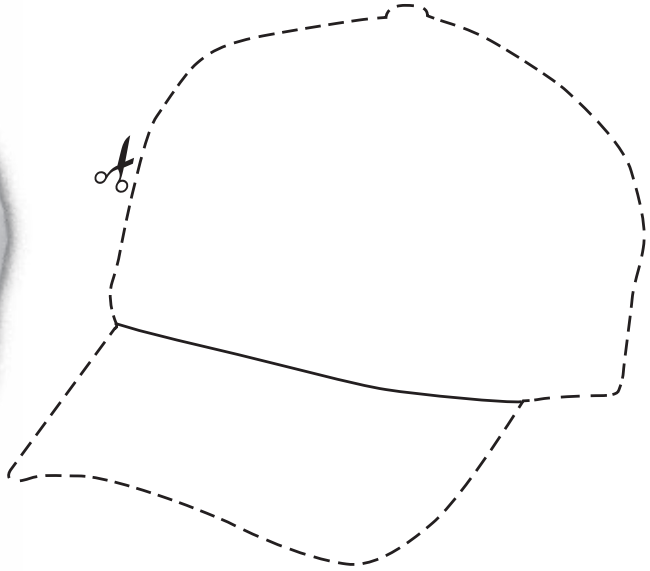
1 Colour in the caps.

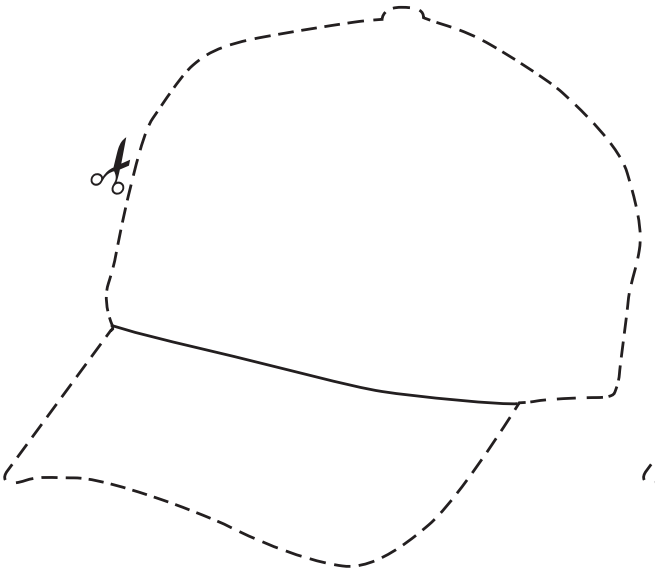
2 Do this exactly as shown in the picture.

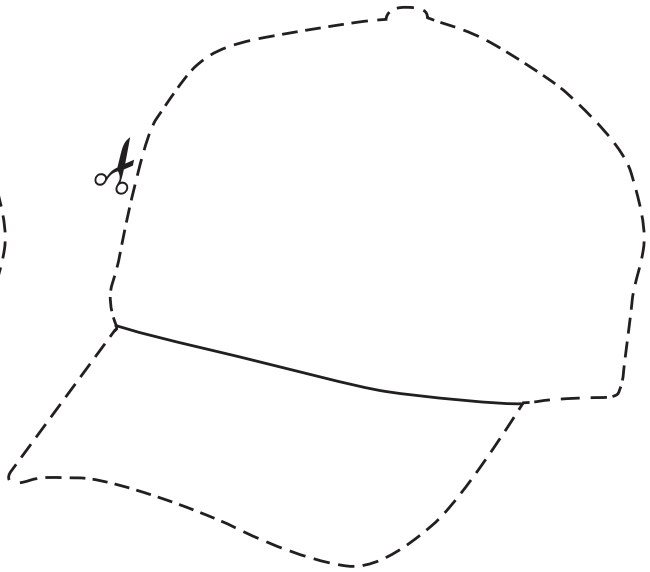
3 Cut out each cap. Don't go over the dotted lines.

4 Get your caps checked by your supervisor (teacher!).

WARNING! Anything that is not perfect will be rejected. You will not be paid your full wages.







ACTIVITY SHEET 5B
THE UNFAIR FACTORY GAME - KS2

How many caps did you make?

1 cap
A poor start. You only earned £1.26 today.
Try harder tomorrow or find another job!

2 caps
Not bad. You earned £2.52. Try and make three tomorrow.

3 caps
Well done. You get your full wages of £3.79.

GET BACK TO WORK!

How will you spend your wages?

Below is a list of things you need to buy today for yourself and your family.

1 How much money have you earned?

2 What will you spend your money on?

3 How much money will you have left?

Bus ticket
If you don't take the bus to work you might be late and be paid less.

30p

Drink
Working for 12 hours a day is very hard without a drink!

39p

Soap
You have run out of soap at home. Staying clean means staying healthy.

62p

Fuel
You need this for your cooker at home so you can have hot food.

£1.00

Food
Can you work for 12 hours without eating anything?

£1.49

Medicine
Your mother is ill. She really needs medicine but it is expensive.

£2.54

ACTIVITY SHEET 6
ETHICAL TRADE - KS2/3

Ethical trade focuses on the rights of workers within a global supply chain. It means that brands and their suppliers take responsibility for improving the working conditions of the people who make their products, and work together with trade unions and labour rights organisations.

Companies who are committed to ethical trade should require their suppliers to work towards achieving basic rights for workers, including:

1 Employment that is freely chosen

2 Workers having the right to join a trade union

3 Working conditions that are safe and hygienic

4 Not using child labour

5 Living wages

6 Working hours that are not excessive

7 No discrimination

8 Regular employment provided

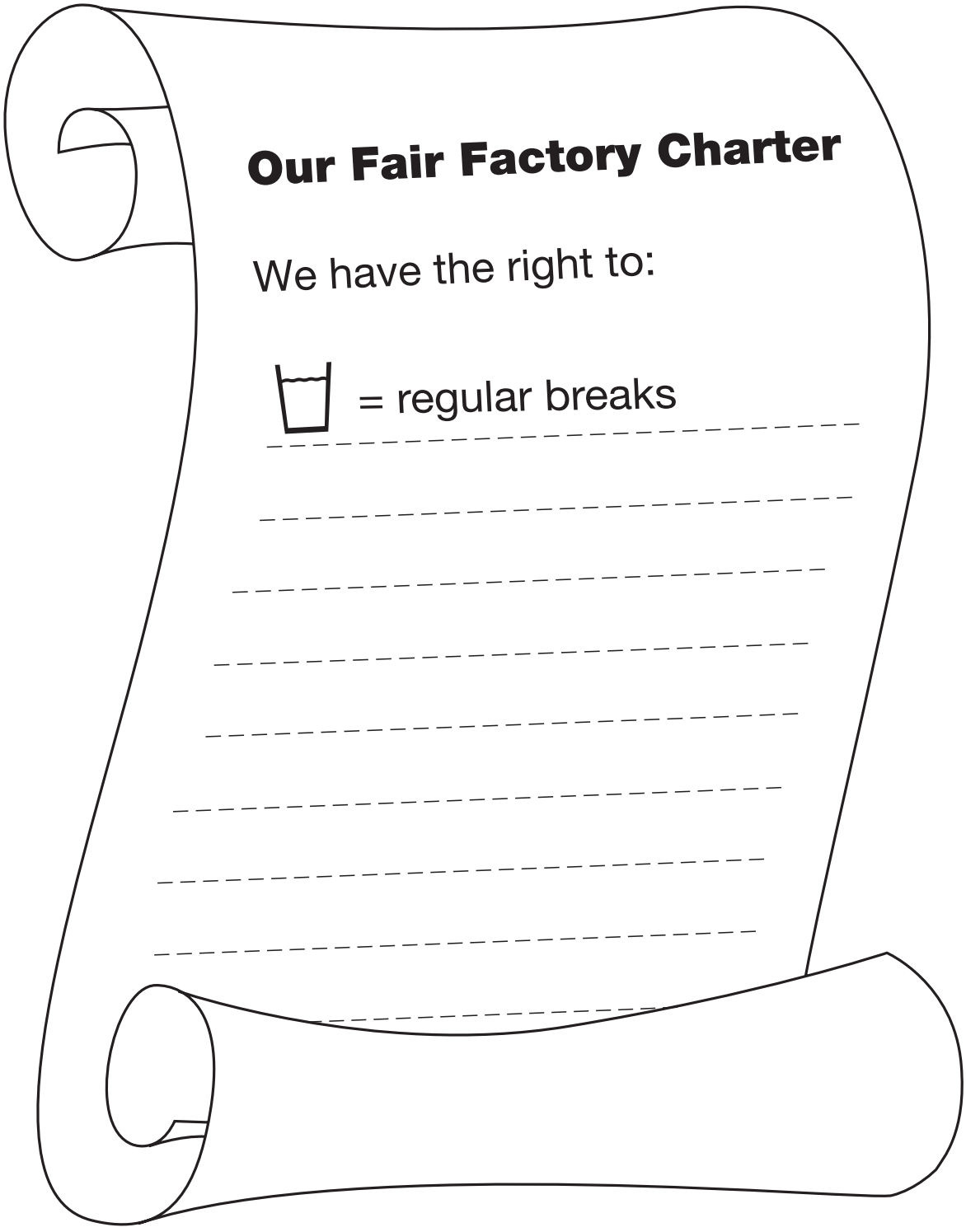
9 No harsh or inhumane treatment

1 How could ethical trade benefit workers and their families, as well as the country producing the sporting goods?

2 Write a letter to a sportswear brand persuading it to adopt the principles of ethical trade.

For more information visit: **www.ethicaltrade.org**

ACTIVITY SHEET 7
OUR FAIR FACTORY CHARTER - KS2/3



ACTIVITY SHEET 8
WHAT WE'D LIKE TO DO - KS2/3

Which action is the best for you to do? Read the suggestions from pupils in the video. Then think of your own ideas and write them in the speech bubbles.

I'd like to start my own mini-radio station to tell people what they are really wearing and tell business people what they are really selling.

I'd like to design a t-shirt with a message about fairness.

I'd like to…

I'd like to make sure the managers aren't always blamed for everything. They are not paid that much so they can't always pay the workers. The retailers should give up some of their money as they already have enough profit.

I'd like to…

I'd like to…

I'd like to…

Decide on the best action as a group. Create a table like the one below to help you. Think about who you can influence the most to change things.

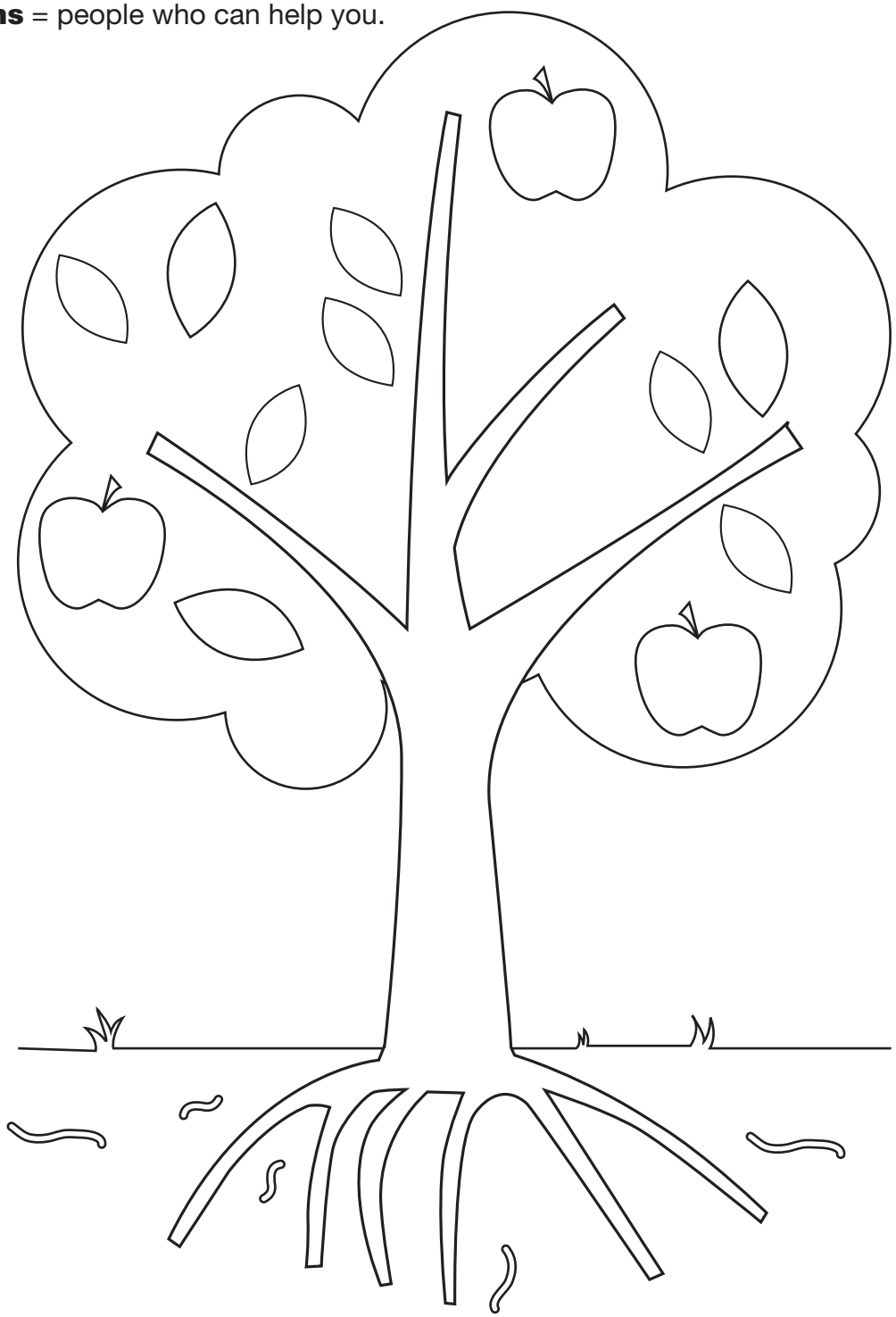
What we'd like to do.	How easy is it to do?	What will we need?	Who can help us?	Who will we influence/help?
1				
2				
3				

What's the solution?

ACTIVITY SHEET 9
ACTION TREE - KS2/3

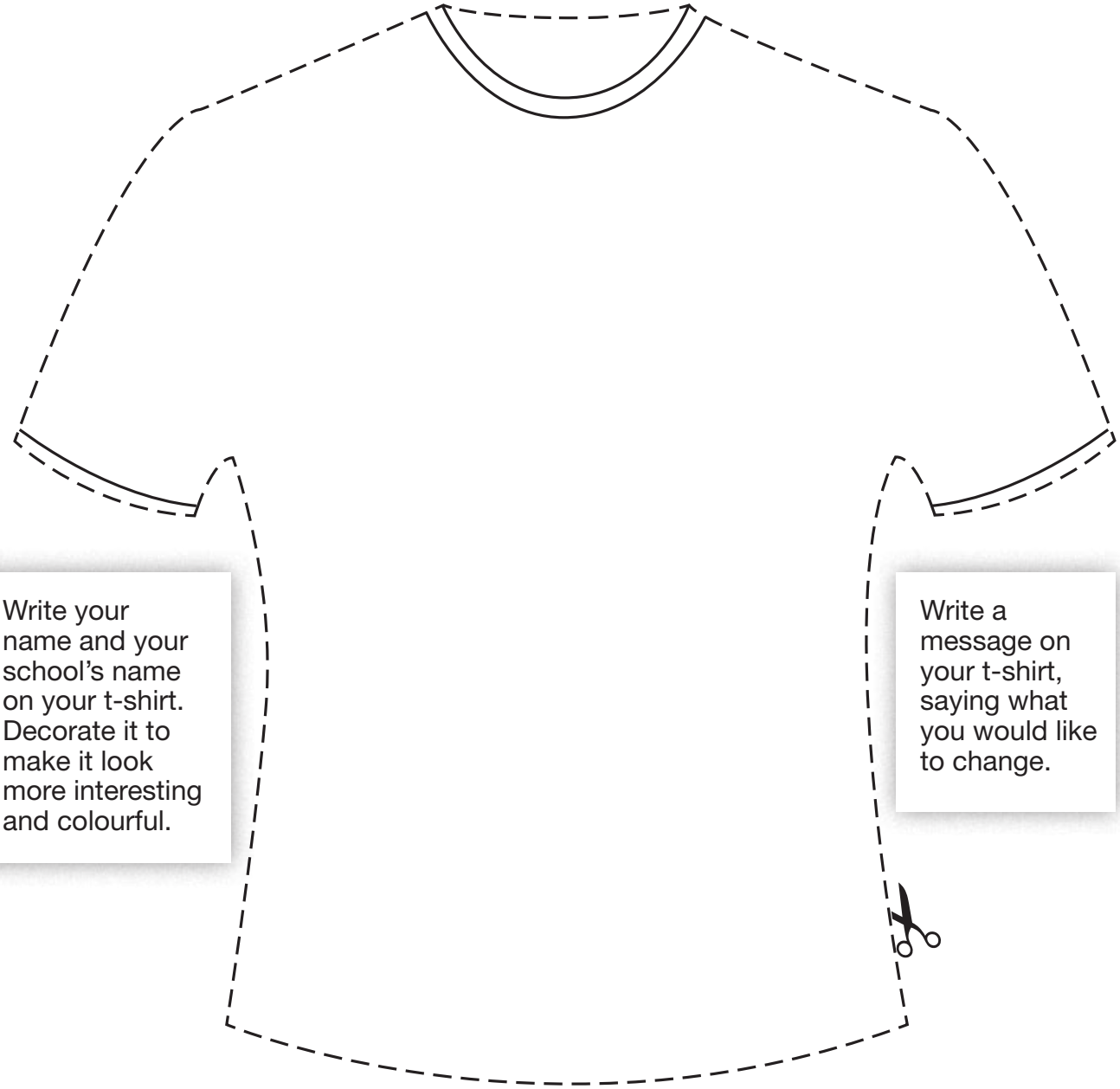
Draw a tree like this, or use this one. Write the following on your tree:

1 **Trunk** = your action
2 **Branches** = the tasks you need to do
3 **Leaves** = people responsible for which task
4 **Roots** = things you will need
5 **Fruit** = what you want to achieve
6 **Worms** = people who can help you.



ACTIVITY SHEET 10
T-SHIRT ACTION - KS2/3

This t-shirt represents the millions of people around the world who make sportswear. Their work is often hard and poorly paid. But many strive to improve their pay and working conditions through collective actions and trade unions.



Write your name and your school's name on your t-shirt. Decorate it to make it look more interesting and colourful.

Write a message on your t-shirt, saying what you would like to change.

Send your t-shirt message to someone who has the power to change things.

For example:

Mr. Herbert Hainer, CEO Adidas-Group, Adidas AG,
Adi-Dassler-Str. 1-2, World of Sports 1623B, 91074 Herzogenaurach, Germany.

10 MORE THINGS YOU CAN DO

Some extra ideas or follow–up activities for teachers and pupils. These can help:

- consolidate what pupils have learned
- educate others about working conditions for people making sportswear and merchandise and how workers are collectively trying to claim their rights
- raise awareness about why decent work is important for eliminating poverty.

1 Take the **Playfair Challenge** with friends and family.
www.playfair2012.org.uk/publications/education-materials/

2 Play the **Unfair Factory game** with friends and compare how you do.
www.playfair2012.org.uk/game/

3 Create a **wall display** to illustrate a global supply chain and who gets what, with pupils' messages about what they would like to see as an alternative.

4 Send a **letter**, **t-shirt**, **petition** or **banner** to the International Olympic Committee, FIFA or the Commonwealth Secretariat with a message about respecting the rights of workers involved in delivering these sporting events. Addresses:

- Mr Jaques Rogge, President, International Olympic Committee, Château de Vidy, Case postale 356, 1001 Lausanne, Switzerland.
- Mr. Sepp Blatter, President, FIFA, Strasse 20, PO Box 8044, Zurich, Switzerland.
- Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, UK.

5 Hold an **'Unfair Sports Day'** and make the link between respecting rules in sports and respecting the rights of workers making sporting goods. See Bristol University photos
www.facebook.com/media/set/?set=a.211438878872853.68220.157526020930806

6 Stage a **short play** in assembly illustrating the life of a garment worker - how their working conditions affect them and their families, what rights they want respected, and what they are doing to try to improve their rights collectively, e.g. through a union.

7 Have a **'pop up shop'** at your next school fair with clothing with alternative labels illustrating, for example, the cost of the garment; where it was made; how much the worker who made it was probably paid; and how many hours they probably work per week/month (developed from information in the pack). Invite your MP or a local sporting personality to see your shop.

8 Hold a **sportswear fashion show**. Include commentary about how much the garment costs, how much the brand or retailer made, how much the worker making the item was probably paid and the conditions in which they made it. Follow up with a petition to a brand like Adidas or Nike.

9 Tell the **story of a t-shirt**. The curator at the British Museum has asked pupils to prepare a script for a radio programme about an item of sportswear. Describe the product, how it was made, where it was worn and why it was important in people's lives. See British Museum 100 objects.
www.bbc.co.uk/ahistoryoftheworld/about/british-museum-objects/

10 Make a **short film** of pupils' vox pops – with students talking about why rights in the workplace are important and how they can help to eliminate poverty in developing countries.

KEY WORDS

Code of conduct
A set of rules outlining the responsibilities of or proper practises for an individual or organisation. A brand or retailer may have a code of conduct that sets out the way it expects suppliers to act, particularly with regard to workers' rights.

Decent work
Decent work is productive and delivers a fair income, security in the workplace and protection for families (for example in case of illness). It gives people freedom to express their concerns and represent their interests through trade unions, and equality of opportunity and treatment for all women and men.

Ethical trade
Ethical trade focuses on respecting the rights of workers within the global supply chain. It means that brands and their suppliers take responsibility for improving the working conditions of the people who make their products, and work together with trade unions and labour rights organisations to achieve this.

Fair Trade
Fair Trade is concerned with the relationship between the buyer and producer. It enables producers, typically growers of tea, coffee, bananas and cotton, to get a better deal from trade by giving them an agreed, stable price and an additional premium to invest in their communities. This is a start, but trade unions would like all workers in the supply chain to be paid a living wage, and be involved in monitoring and improving their working conditions rather than this being done by outside Fair Trade certifiers.

Forced labour
Forced labour is any work or service that people are forced to do against their will under the threat of some form of punishment, for example, workers being forced to work overtime and being threatened with losing their jobs if they do not.

Global supply chain
A system of production in which clothing, food, souvenirs and many other items pass through a long line of factories, suppliers, buyers and warehouses before ending up on our high streets. These 'supply chains' employ millions of workers and stretch all over the globe – from China to Kenya, Bangladesh to Manchester.

Living wage
A living wage is based upon the actual cost of living in a particular place. It means that workers earn enough to provide their family with the essentials of life. This includes food, water, shelter, clothing, healthcare, education, transport and some income to spare.

Millennium Development Goals
The UN Millennium Development Goals (MDGs) are eight targets for addressing extreme poverty adopted by world leaders in 2000 and set to be achieved by 2015. They address hunger, income poverty, disease, education, lack of shelter and exclusion. They promote the rights of every person on the planet including the right to health, education, shelter and security, as well as decent work.

Minimum wage
A minimum wage is, legally, the lowest amount of money a worker can be paid in order for them to sell their own labour to an organisation or firm. It is quoted at an hourly rate.

Sponsorship
Supporting an event, activity or organisation by providing money or other resources that are of value to the sponsored event. This is usually in return for advertising space at the event or as part of the publicity for the event. Global sporting events offer big brands the chance to reach hundreds of millions of people through sponsorship deals.

Trade union
People at work can join together in trade unions giving them a collective and independent voice in the workplace. As members of a trade union, workers have more power together than they do as individuals. This helps them negotiate better pay and working conditions with their employers. Trade unions also build relationships internationally to support better working conditions around the world.

Working conditions
The conditions in which people work, including hours of work, degree of safety or danger, stress and noise levels, facilities available.

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FURTHER INFORMATION

Where is sportswear produced?
Sports shoes are mainly produced in China, Vietnam, Indonesia and Thailand. Brands source their footwear from a handful of key suppliers. Yue Yuen is the largest branded athletic and casual footwear manufacturer in the world. It produces products for Nike, Adidas, Reebok and Puma.

The manufacture of clothing is more widely dispersed geographically. Nike produces clothing in around 35 countries, the majority in Asia. Adidas produces in around 65 countries, with production concentrated in China, India, Indonesia, Thailand, Turkey and Vietnam.

What are the key issues for workers?
More than 15 years ago sportswear brands like Adidas, Nike, New Balance, Pentland and Reebok adopted codes of conduct on labour standards. Yet workers making their products:

- continue to be paid poverty wages
- may be intimidated or sacked if they try to join or form a trade union
- tend to be employed on repeated short-term contracts
- face extreme pressure to meet production targets
- may be forced to work overtime in excess of legal limits
- can be verbally and physically abused
- can experience threats to their health and safety.

Why are workers expected to work so hard?
Usain Bolt and the Jamaican team's 4x100m relay record of 37.10 seconds may be staggering, but think about the 30.35 seconds that Nike expects factory workers to stitch a shoulder seam in! Every seam and section of work is broken down into targets of a few seconds.

When brands place last-minute orders with their suppliers, this puts workers under pressure to work long hours and they may not have a choice about working overtime. In these cases workers are often made to work 12–16 hour shifts. If they refuse, they risk losing their jobs. A seven-day working week is becoming the norm in the peak season, particularly in China, despite legal limits.

Production targets for workers are often unrealistic and, if they do not complete them, they may have to stay behind after their normal hours to finish off, but without payment. Workers may work through their lunch breaks and even take inadequate toilet breaks so they can meet their target – and get a bit extra on top of their usual low wage.

What's the problem with short-term contracts?
The use of short-term contracts or casual labour has become widespread in the sportswear industry. By using short-term contracts, suppliers to the big brands can avoid meeting their legal obligations – like paying maternity cover or health insurance contributions.These types of contracts have been used to undermine workers joining or forming a trade union. Employing workers on short-term contracts gives brands and suppliers more flexibility to respond to quieter or busier periods, so workers can be hired or fired as and when needed.

Why don't some workers join trade unions?
Being able to join a trade union and negotiate for better wages and working conditions is a human right. However, this is widely opposed throughout the garment industry, even though it may be included in a brand's code of conduct. Workers who try to join or form a trade union are often bullied and intimidated. Therefore, workers may decide not to join a trade union because they are afraid it could threaten their jobs.

What's the difference between a living wage and a minimum wage?
Minimum wages are set by governments. They have to balance the interests of workers against the pressure from companies to keep wages low and remain competitive in the global market. As a result, minimum wages often bear little relation to the cost of living. In many garment-producing countries, the minimum wage leaves families well below the poverty line, and in some countries there is no legal minimum wage.

FURTHER INFORMATION

A living wage is based upon the actual cost of living in a particular place. It means that workers earn enough to provide their family with the essentials of life. This includes food, water, shelter, clothing, healthcare, education and transport, and also some to spare.

Sportswear workers in Sri Lanka make products for Adidas, Nike, Speedo, Puma and Reebok. Their current wages (July 2011) can work out at just above the UN global poverty line of $2 per day. The minimum wage in the sector is £44 per month, but the living wage is estimated at around £130 per month.

Why is it difficult for workers to get a better deal within global supply chains?

UK sportswear sales were estimated at £4.5 billion in 2010 and the profits of sportswear brands like Adidas, Nike and Speedo are predicted to grow with sporting events like London 2012. Retailers such as Footlocker and JD Sports provide brands with access to consumers and have huge negotiating strength to push down the cost price of a product. Sportswear brands tend to retain high-profit inputs into a product, like design and marketing, but outsource the low profit parts, like manufacturing, to countries where costs are cheaper. Some brands use agents/trading companies to deliver the whole production package, which includes sourcing the raw materials, production planning and export.

Manufacturers are contracted directly by brands or through an agent/trading company. Some manufacturers are multinational companies like Yue Yuen, the largest footwear manufacturer in the world with factories in China, Indonesia and Vietnam. But there are many smaller manufacturers in low-cost producing countries, which have less power to negotiate prices and costs.

Workers manufacturing the goods may be employed directly by the factory, through an agency, as a home worker, or at a factory sub-contracted to produce the goods. Because these workers are at the end of the supply chain, they have the least power to negotiate better pay and working conditions, especially if their right to join/form a trade union is not respected.

Forced labour and slavery

Forced labour conditions or commonly slave-labour conditions can be defined according to a number of factors. According to the International Labour Organisation, if two or more of the following conditions are present, this is a strong indication of forced labour:

- threats of or actual physical and/or sexual violence
- restricted movement and being confined to a workplace or a limited area
- debt bondage: where workers work to pay off a debt or loan and are not paid for their services
- withholding wages, refusing to pay a worker at all, or significant wage reductions
- retaining a worker's passport or identity documents
- threats of denouncing workers to the authorities.

Child labour and the Beijing 2008 Olympics

Children as young as 12 were involved in the production of official, Olympic branded stationery for the Beijing 2008 Olympics. Children hired by the Lekit Stationery Company in China were forced to work 13 hours a day. Their job was to group notebooks together, tie them up and place them in cartons. The usual schedule was starting at 7.30/8 a.m. and working until around 10.30 p.m. One reason for employing children was that they could be paid lower wages.

Lekit kept no records of the employment of these children, or any other factory workers, to evade its responsibility as a employer. There was no trade union in the factory to represent the workforce.

Source: No medal for the Olympics on labor rights (2008)

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FURTHER INFORMATION

Compulsory overtime above the legal limits can constitute forced labour when combined with the threat of a penalty. For example, if workers fear dismissal for refusing such overtime.

Uzbekistan forced cotton picking

A case study to illustrate the use of forced child labour in the clothing supply chain is the Uzbekistan cotton industry. Uzbekistan is the third biggest exporter in the world. Government officials have closed down schools and forced children, some as young as nine years old, out of their classrooms and into the fields to pick cotton. One child says:

"We're really afraid of getting expelled from school. Every September 2, the first day of school, the Director warns us that if we don't go out to pick cotton, we might as well not come back to school.

The school administration does everything to create the impression that the school children themselves are the ones who have decided to go out to the cotton fields. But just try to 'voluntarily' not go out to the harvest!

We're all forced to obey this unwritten law. And moreover, the only way to get cash is to go out and pick cotton. It's painful to see how kids knock themselves out in the cotton fields to earn this rotten money. Just think about it: in order to earn 50 sum (4 US cents), a kid who is barely 14 has to bend down to the cotton bush over 50 times. And his earnings from a day of this work won't even buy him a pair of ugly socks."

Boy, ninth grade (14 years old), Kashkadaria province.

Source: Forced Child Labour in Uzbekistan's 2007 Cotton Harvest: Survey Results by Group of Human Rights Defenders and journalists of Uzbekistan (Tashkent, 2008)

Building fair societies through decent work

The International Labour Organisation (ILO) has developed decent work as a strategy to build fair and inclusive societies. Decent work includes:

- equal access to employment without discrimination
- living wages for workers to allow them and their families to live with dignity
- social protection in case of illness, pregnancy or the normal ups and downs
- being free from exploitation
- allowing people to organise themselves to represent their interests collectively through trade unions and engage in genuine dialogue as citizens and workers.

SUCCESSFUL CAMPAIGNS

Burston School Strike

The longest strike in history was staged by the children of a small village in Norfolk, in 1914. In 1902 a Bill was introduced offering education to working-class children, but the conditions they were taught in were squalid. Teachers Tom and Kitty Higdon wanted these children to be treated with equal respect and objected to them being pulled out of school to be used as cheap labour. But Tom and Kitty found themselves at odds with the farm-owning managers of the school, and were dismissed, despite requests to the council from the NUT.

The new teacher was greeted with the message on the blackboard "We are going on strike tomorrow". A group of children led by Violet Potter and assisted by parents marched with placards saying, 'we want our teachers back'. Tom and Kitty set up an alternative Strike School, which had 66 of the 77 children from the council school. Parents supporting the strike were summoned to court for not sending their children to the council school and land owners sacked participating workers. However, with donations from the miners, railway workers unions and others, a new school was built and opened on 13 May 1917.

Playfair 2012: campaigning for a sweat-free Olympics

The Playfair 2012 campaign calls on the sportswear industry and Olympic movement to ensure that the rights of workers making their products in global supply chains are respected, in line with internationally recognised standards and the UN Universal Declaration on Human Rights. Playfair 2012 is coordinated by the British Trades Union Congress (TUC) and Labour Behind the Label, and is supported by more than 20 trade unions and non-governmental organisations.

As a result of the campaign, the organisers of the London Games wrote into contracts with their suppliers that they must meet the labour standards in the Ethical Trading Initiative base code. This means that workers supplying goods/services should have their rights respected and be paid a living wage. The campaign also persuaded the organisers to develop a system so that workers in these supply chains can make a formal complaint if their rights are not respected and for these to be investigated and resolved. These are big steps forward and the first time this has happened for any world sporting event. But there is still more that needs to be done.

Pressure from the international Play Fair campaign (of which Playfair 2012 is part) resulted in a ground-breaking agreement between sportswear brands, trade unions and suppliers being signed in Indonesia, in June 2011. The agreement on respecting the right of workers to join/form a trade union will help ensure that workers will not be victimised for carrying out trade union activities and is an important step towards negotiating with employers for better pay and working conditions. Playfair 2012 is also working with trade unionists in Brazil to support their work to raise standards for workers delivering the Brazil World Cup in 2014 and Rio Olympics in 2016.

Sri Lanka

In Sri Lanka, trade unions, garment workers and labour rights organisations ran a campaign to increase the national minimum wage in 2010. The Free Trade Zones and General Services Employees Trade Union in Sri Lanka educated workers about their rights and collected more than 20,000 signatures in support of the campaign, which they handed to their government. Following negotiations with the government, they successfully gained a 30 per cent (around £15) increase in their monthly minimum wage. They are now campaigning for a living wage of around £130 a month. The union also organised the first-ever meeting in Sri Lanka bringing together major players in the garment industry like Adidas, Nike, Next and Colombia Sports to agree to work together to address poor working conditions like low wages, long hours, unrealistic production targets and workers' right to join a trade union not being respected. The British TUC supported this work through a joint project with the union.

34 USEFUL WEBSITES

The issues

- Playfair 2012
  www.playfair2012.org
- International Play Fair campaign
  www.decentwork.org/play-fair.html
- Labour Behind the Label
  www.labourbehindthelabel.org
- Unions into Schools
  www.ebctuc.co.uk/
- Fashioning an Ethical Industry
  www.fashioninganethicalindustry.org
- Ethical Trading Initiative
  www.ethicaltrade.org/
- International Labour Organisation – Labour Standards
  www.ilo.org/global/standards/lang--en/index.htm

Human rights

- The Universal Declaration of Human Rights
  www.un.org/en/documents/udhr/index.shtml
- UN Convention on the Rights of the Child
  www.unicef.org.uk/Latest/Publications/Summary-of-the-United-Nations-Convention-on-the-Rights-of-the-Child/

Stories

- 'The life of garment worker – Mizra in India'
  www.youtube.com/watch?v=muU3gAZW7tw
- 'Hamdani's Story'
  www.playfair2012.org.uk/2010/07/hamdanis-story/

Learning resources

- Step into her shoes (16–18 years) Playfair teaching resources
  www.playfair2012.org.uk/publications/education-materials
- Who wants to be a billionaire? KS3 resource by the Action Plan for Geography
  www.geographyteachingtoday.org.uk/ks3-resources/resource/who-wants-to-be-a-billionaire/
- Worldmapper, Countries re-sized by datasets
  www.worldmapper.org
- BBC Sport World Olympic Dreams – Assemblies
  http://news.bbc.co.uk/sport1/hi/olympic_games/world_olympic_dreams/9405838.stm
- Ethical Textiles – DVD from Pumpkin TV
  www.pumpkintv.co.uk/dt/page2/page2.html
- Issues in Globalisation: How Fair is Fashion – DVD from Pumpkin TV
  www.pumpkintv.co.uk/geography/globalisation/index.html
- Get Set - the official London 2012 Olympic and Paralympic Games education programme
  http://getset.london2012.com

Articles/reports

- *Working Conditions in Sportswear Factories in Indonesia, Sri Lanka & the Philippines*
  International Textile, Garment and Leather Workers Federation (2010)
- Nike faces new worker abuse claims
  Karmini, N. and Wright S.
  Associated Press, 17 July 2011.
- China firm denies Fifa World Cup sweatshop claim
  BBC, 10 March 2010
  http://news.bbc.co.uk/1/hi/8560240.stm
- Blood, sweat and tears: the truth about how your sportswear is made. Hickman, M.
  Independent, 1 October 2010
  http://tinyurl.com/6dq84kp
- *Missed the Goal for Workers: the Reality of Soccer Ball Stitchers in Pakistan, India, China and Thailand*
  International Labour Rights Forum (2010)
  http://tinyurl.com/2eo57am

Evaluation of Fair's Fair

LIFE AND RIGHTS IN THE GLOBAL SPORTS INDUSTRY

Dear Teacher,
Fair's Fair has been produced as part of the Playfair 2012 project and campaign. In order to help us evaluate the impact and use of these materials, please take five minutes to complete this survey. The information you provide will be used for project reporting purposes. Your name, details and any comments you make will not be personally attributed to you in such reports.

The survey can also be completed at **www.tuc.org.uk/fairsfair**

Name

Name of school

Local authority

Date

1. Indicate who you used the Fair's Fair pack with.

England, Northern Ireland and Wales: KS2 KS3

Years

Scotland (Curriculum for Excellence): Level 2 Level 3

Stages

2. Circle the activity/activities you did with your pupils.

Activity 1 Activity 2 Activity 3 Activity 4 Activity 5

Activity 6 Activity 7 Activity 8 Activity 9 Activity 10

Please add any further activities, e.g. from 10 more things you can do.

3. Tick the subjects you taught the activities in and add more subjects if necessary.

☐ English ☐ Citizenship ☐ Geography ☐ Maths ☐ Art and Design

Evaluation of Fair's Fair

LIFE AND RIGHTS IN THE GLOBAL SPORTS INDUSTRY

4. Tick the types of activities that helped your pupils to learn.

- ☐ Globingo/Quiz
- ☐ Role plays
- ☐ Online game
- ☐ Analysing information
- ☐ Quotes and case studies
- ☐ Making something for a class exhibition
- ☐ Discussion in pairs or small groups
- ☐ DVD
- ☐ Use of photo cards
- ☐ Solving numerical problems
- ☐ Looking for information on the internet
- ☐ Developing and taking collective actions

5. Which parts of the work did you and your class enjoy most? Why?

.....

.....

6. Which parts of the work did you and your class enjoy least? Why?

.....

.....

7. What other information or activities would you have liked included?

.....

.....

8. Would you recommend any of the work you have done to another teacher?

☐ Yes ☐ No

9. Write any other comments you would like to make here.

.....

.....

.....

Thank you for taking the time to complete this questionnaire.

Please return this form to:

Playfair 2012, Trades Union Congress, Congress House,
Great Russell Street, London, WC1B 3LS

PHOTOCARDS

What's the problem? Photo cards KS2

- Photo card 1: Where in the world? (Activity 3)
- Photo card 2: Sandamalee's day (Activity 3)
- Photo card 3: Fair/unfair, (Activity 3)
- Photo card 4: Rights at work (Activity 3)

FAIR'S FAIR

This cross-curriculum resource enables pupils to find out who makes the sportswear and sporting merchandise they buy. It brings alive the concepts of human rights, equality and fairness by telling the stories of people making these goods in poorer countries, often working with few rights and for poverty wages.

Pupils investigate what a 'global supply chain' is and how they and workers in poorer countries are connected through this chain. They debate some of the moral and ethical issues associated with the global trade in sportswear, and merchandise for major sporting events. Pupils explore human and trade union rights in relation to the world of work, and develop their understanding of why decent working conditions are part of the United Nations Millennium Development Goals, which aim to end poverty by 2015.

By focusing on global connections, pupils are encouraged to think about the actions they can take to help create a fairer world. The lesson ideas and activities make links between different subjects including **art and design**, **citizenship**, **English**, **geography and maths**.

This interactive education resource includes:

- 10 cross-curriculum lesson plans
- 14 activity sheets differentiated for KS2 and KS3
- 4 full colour photo cards
- DVD featuring students from The Cherwell School and Oaks Park High School

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