

WHAT SHE MAKES

IS KEEPING HER IN POVERTY



**CIVICS AND CITIZENSHIP
TEACHER'S NOTES
YEAR 9–10**

AN EDUCATION RESOURCE FOR OXFAM AUSTRALIA



OXFAM
Australia

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What She Makes: Education Resource has been created in collaboration with Social Education Victoria (SEV) and the Geography Teachers Association of Victoria (GTAV) and Oxfam Australia. It has been developed to support the delivery of a flexible and engaging curriculum to support the What She Makes labour rights campaign, to increase intercultural understanding and awareness of the lives of garment workers in Bangladesh and an intensive and thorough examination of the determinants of living wage equity. This resource aims to inspire young Australians to take action against popular brands to pay a living wage to the women who make our clothes.

What She Makes: Education Resource has been mapped to support the implementation of the Australian Curriculum. Available online for free download, the resource includes:

- Specific mapping to the Australian Curriculum: Civics and Citizenship Levels 7–10, Geography Year 10: Geographical Knowledge and Understanding required by Unit 2: Geographies of human wellbeing, and Year 7 Place and Liveability and Year 8 Changing Nations;
- Background notes for teachers to ensure teacher knowledge of context whilst supporting teacher professional judgment within the local context;
- Tablet- and print-friendly Student Activity worksheets;
- Detailed Lesson Plans with support for assessment tasks decisions by the teacher. What She Makes helps students explore the barriers facing garment workers seeking a living wage, how wellbeing is affected by poverty, and how students can get involved to pressure brands to address these issues.

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Disclaimer: Reference has been made to the Australian Curriculum: Civics and Citizenship and Geography. Teachers should also refer to state jurisdiction for local curriculum context. This resource was originally published in October 2018. All information and links correct at the time of publishing.

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“The women who make our clothes aren’t paid enough to escape poverty. No matter how hard they work, they can’t afford basic food and shelter for their families — wages are just too low. While big, powerful brands like Kmart and Just Jeans make huge revenues, the women who make our clothes are struggling to survive on poverty wages. We all buy clothes and so we stand together with the women who make our clothes, demanding to know #whatshemakes. Brands must commit to paying the women who make our clothes a living wage.”

While using this resource with your students, take this opportunity to model democratic practices in your classroom. Where appropriate, garner and value student opinions on their own learning. Use democratic principles in decision-making on tasks and to come up with shared definitions, and for creating assessment practices. Use elements of voting and majority rule while supporting and engaging with minority opinions and ideas. Make informed decisions and facilitate your students to make them as well by becoming educated, gathering information from multiple sources and perspectives and by demonstrating to them that their opinions count.

Elements of this resource cover some of the following Australian Curriculum for Civics and Citizenship, and the Victorian Curriculum for Civics and Citizenship. You also have the opportunity to work through some areas of ethical understanding at the end of the resource.

Linked to Civics and Citizenship Levels 9–10

Australian Curriculum

How citizens’ political choices are shaped, including the influence of the media (**ACHCK076 - Scootle**)

The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (**ACHCK103 - Scootle**)

How and why individuals and groups, including religious groups, participate in and contribute to civic life (**ACHCK079 - Scootle**)

The influence of a range of media, including social media, in shaping identities and attitudes to diversity (**ACHCK080 - Scootle**)

The Australian Government’s role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (**ACHCK091 - Scootle**)

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Discussion

Students read through the beginning of the document including the first-person report from Fatima on life as a garment worker in Bangladesh.

Discuss as a class how Fatima's life is compared to that of an Australian person of a similar age. Discuss issues that Fatima raises about her life, her workplace and her future.

Civic participation

Activity — warm up

"In a democracy, the people get the government they deserve."

— Joseph de Maistre

Students should analyse this quote, group together with classmates and reword this sentence before elaborating on its meaning. Each group can share their interpretation and vote on the winning answer.

Look at the statement below from the [Australian Bureau of Statistics website](#).

Civil society is 'the non-government and not-for-profit groups and organisations that have a presence in public life, expressing the interests of their members and others in society' (World Bank 2006). If citizens participate in such arenas, their concerns, needs and values can be incorporated into government decision making. The overall goal is to arrive at better collective decisions that are supported by the population, and to foster population wellbeing (World Bank 2002). Civic engagement is seen as resulting in better government because citizens in civic communities expect better government, and (in part through their own efforts) get it; and because the government performance is improved by the social infrastructure of civic communities and the democratic values of both officials and citizens (Putnam 1993; Putnam 2000). From a perspective of individual wellbeing, civic participation can often extend social networks and develop skills for further participation in democracy and governance (ABS 2004a).

In measuring civic participation, we consider collective and individual activities that reflect interest and engagement with governance and democracy: for example, membership of civic organisations such as political parties and trade unions; serving on committees or clubs, voluntary organisations and associations; contacting members of parliament; participating in demonstrations and rallies; and attending community consultations. More recent forms of civic participation include support for global or local advocacy groups or campaigns, email networks, or one day activities such as 'Clean Up Australia' (630,000 people participated in Clean Up Australia day in 2009) (CUA 2009).

In 2006, 19% of adults reported that they had actively participated in civic and political groups in the previous 12 months. This level of involvement varied with age, peaking at around 24% for people aged 45-64 years. The civic or political groups that people were most likely to be active in were trade union[s], professional and technical associations (7%), environmental or animal welfare groups (5%), followed by body corporate or tenants' associations (4%). Only 1% reported active participation in a political party (ABS 2007b).

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Activity

Discuss the concept of civic life and civic participation in Australia, and why people would do it.

Before you undertake the activity, there is an opportunity to discuss and add some extra types of civic participation that the class thinks are relevant, which are not currently listed.

- Students to first do the activity contained in the student resource on their own and then combine the results as a class on the board using ticks or crosses that don't identify individuals.
- Once the table is completed (all the classes answers to all the columns) you should be able to gauge how civically minded your student cohort is currently, or whether or not they might be more interested in the future.
- Then you can discuss why they are engaged or disengaged, and what their contribution — as citizens — might be.

Types of civic participation	Would like to	No (not ever)	Yes (not within the last 12 months)	Yes (within the last 12 months)
Civic activities				
Have you ever worked together with someone, or with a group or club, to solve a problem in your community?				
Have you volunteered or done any voluntary community service for no pay for a religious group?				
Have you volunteered or done any voluntary community service for no pay for an environmental group?				
Have you volunteered or done any voluntary community service for no pay for youth, children or education?				
Have you volunteered for no pay for another group?				
Have you donated to support a campaign or organisation?				
Have you raised money for a charitable cause?				
Electoral activities				
Have you voted in an election or any campaign?				
Have you volunteered for a political campaign or candidate, including canvassing?				
Have you ever contacted members of parliament (MPs)?				
Have you ever worn a campaign button or put a sticker on your family car, bicycle, laptop or notebook?				
Political voice activity				

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Types of civic participation	Would like to	No (not ever)	Yes (not within the last 12 months)	Yes (within the last 12 months)
Have you attended a protest or taken part in a protest, march or demonstration?				
Have you ever signed a petition in real life or online?				
Have you ever bought something because you like the social or political values of the company that produces or provides it? This is called a "boycott".				

After completing this activity, students can investigate an area that they might get involved locally or in an area of interest for them. The length of time you choose to extend this part of the activity is up to you.

You have looked at how young people can contribute to civic life on a personal level. Next the resource investigates at how some bigger changes and influence can be made by organisations and/ or when groups of people get together.

Shaping and developing policy

The next section provides opportunities for students to get involved in politics and civic life.

Options to discuss:

- Write letters to politicians. For more information, visit www.oxfam.org.au/get-involved/campaign-with-us/diy-campaigning/make-your-mp-work-for-you/writing-to-your-mp/
- Make submissions to parliamentary committees. For more information, visit www.peo.gov.au/learning/fact-sheets/parliamentary-committees.html
- Sign petitions by groups like Get Up. For more information, visit www.getup.org.au
- Create your own petitions and get others to sign. For more information, visit www.communityrun.org
- Support organisations and groups — by volunteering, becoming a member, making donations or raising funds — to make change on behalf of others.
- Participate in rallies or protests about issues that you are passionate about.
- Run a campaign for change at your school or in your local community.
- Register to vote from 16 years of age and when the time comes you can make informed voting choices. For more information, visit www.aec.gov.au/enrol/#eligibility-basics

Discuss with students what constitutes an informed voting choice. Talk about what might happen if citizens don't vote, and the pros and cons of compulsory voting. You can also discuss countries where there is no voting at all — and what that might mean for minorities, or people with differences of opinion to the ruling groups.

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Democracy and voting

Democracies might not be perfect but they do provide a regular opportunity for citizens to change or reinstate their representatives at election time depending on whether they are doing a good job or not. People should be registered to vote and use their vote to make informed decisions.

A resilient democracy — one that works for the majority of its citizens — will:

- have freedom of information and fair press (media and news);
- allow for difference of opinion and opinions that differ from the politics of the day;
- encourage citizens to make educated and informed political decisions; and
- provide and support the ability to hold politicians to account for their decisions and actions (this might be at election time, during committee hearings or through transparency of process and spending).

Activity

Is Australia a resilient democracy? Is it something that could become destabilised?

Discuss as a class the above points. There also might be other elements that you and your class think of in your discussion. Maybe to get a real understanding you can discuss other democracies such as the United Kingdom or the United States of America. And then you can also compare with states that are less democratic such as China.

You can point students to heaps of information online about how and why they should vote.

www.aec.gov.au/FAQs/Voting_Australia.htm#compulsory

www.peo.gov.au/learning/fact-sheets/federal-elections.html

www.vec.vic.gov.au/Voting/Default.html

Organisations and lobbying

One way that organisations and groups influence and pressure governments is called lobbying. Students are to investigate what lobbying is and find an example of lobbying as discussed in the media.

Non-government organisations (NGOs), such as Oxfam Australia, attempt to influence government policy to forward their aims or goals. They might use their influence directly by contributing to hearings and committees with reports, they might try and influence the media to raise the profile of their campaigns. They might even create campaigns and educational resources to increase public awareness of issues and therefore encourage individual citizens to change their actions.

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How does Oxfam Australia influence government policy?

Investigate how Oxfam is using the What She Makes campaign to influence government policy, looking specifically at Nayeem Emran and Sarah Rogan from the labour rights campaign. Students can read the bios for both influencers and discuss what they think Sarah and Nayeem do to influence government policy.

SARAH ROGAN — creates avenues for the public to get involved in making changes in labour rights activities within Australia. She works behind the scenes to upkeep online platforms for the public to track brands, print campaign material and find scripts to use when approaching brands to put pressure on them to pay a living wage.

NAYEEM EMRAN — is an expert in what's happening in the sector of labour rights, garment workers, fast fashion in Australia. He researches the sector and interviews the men and women who work in garment factories so these stories can be shared.

Media influence

The next section looks at the influence of media on people in many aspects, but particularly on voting choices and political decisions and where students get their news from.

As a class, work through the content in the student resource thinking about where people find information, news and particularly political news. Are they getting any political news?

What is the media?

The media is the means by which you receive information, such as television, newspapers, radio, the internet, video games and even books. Each distinctive medium is used by various media platforms or publications, such as Facebook or the Herald Sun. The media make and publish content with specific intentions and audiences in mind. In some cases, the target audience is young people aged 16–19 and the intention might be to entertain or sell advertising.

You can read more at the link below about how much media people consume.

www.pewinternet.org/2018/05/31/teens-social-media-technology-2018

After reading the article, students can work out how much media they consume with the following questions: How do you compare to the people in the article? How do you compare to your classmates? If you are engaging with these media platforms, how do you think this might impact or influence you?

What is media influence?

The press (who have traditionally worked in newspapers and radio but now work in many media forms) are supposed to report and inform their audience about what is going on in the world, and importantly in politics.

In relatively free democratic countries like Australia we have an independent press that is supposed to hold governments to account, either by informing constituents what the government is doing, such as introducing a new policy initiative, or speaking on any issue that is in the public interest. The press also investigates and reports on anything the government is doing or isn't doing. For example, the press should highlight cases where politicians use public money for personal use.

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The media can manipulate a story by using certain language, showing certain images, choosing which details get reported (or don't get reported), and reporting lies as truth. Visit www.lessonbucket.com/news-and-comment/fall-fake-news for more information about fake news. Media manipulation can impact how people feel about their politicians, politics and their government. In some cases, it might even change or influence the candidate or party that people vote for in an election.

Discuss the following questions as a class:

1. Can you think of instances where the media may have impacted political outcomes?
2. How does the media influence what students do?
3. Do students buy products after they see them in advertisements?
4. Do you think the media influences your choices about events or issues?

The following activity is a way of ascertaining whether students get news and what sources they use. Also it brings to light the idea of trustworthy sources of information. It is worth having a discussion about this if your class is unsure. Students can add other sources if they come up with them.

Activity

In the table below, tick all the sources that students use to find news (add any that aren't listed). Rate how highly they value or trust these sources, on a scale from one to five.

1 = no trust; 2 = little trust; 3 = I don't know; 4 = some trust; and 5 = full trust

News Source	✓ = Yes in the last 12 months ✗ = No	Trust grade 1-5
Herald Sun (online)		
The Age (online)		
The Guardian (online)		
Government websites		
Instagram		
ABC (radio, TV, online)		
Commercial television channels (7, 9, 10)		
facebook		
Snapchat		
Word of mouth		
Parents		
Peers, friends and playground gossip		
Local paper		
SBS (online)		
Twitter		
Triple J		

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The following activity could be done as a way of working out tone and influence of media on perceptions of an issue.

Additional activity: Fake news literacy

Here are some great sites to help you find ways to engage your students in media literacy:

www.teachhub.com/teaching-strategies-detect-fake-news

and a great not-for-profit organisation focused on teaching media literacy <https://newslit.org/>

Activity

Read four or more news articles about fair pay for garment workers from a number of sources. Some suggested sources are below.

Being informed

www.abc.net.au/news/2017-10-29/oxfam-demands-australias-fashion-brands-adequately-pay-workers/9094826

www.news.com.au/lifestyle/fashion/how-the-people-making-your-clothes-are-really-treated/news-story/a3f9b725c371d857a51aaff941466aa8

Find two more sources.

Do you think the articles portray a positive, negative, neutral, supportive or dismissive view of the issue?

Activity

Write a media statement about the What She Makes campaign. Re-write the media statement for a younger audience as if you were going to read it at a school assembly to junior students or at a primary school. Think about what might need to change if the audience who will be reading it are not news outlets or journalists.

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Big brands are keeping the women who make our clothes living in poverty.

The women who make our clothes do not make enough to live on — keeping them in poverty. Despite long hours away from their families, working full time plus many hours of overtime, big clothing brands do not pay garment workers enough money to cover the basics of life: food and decent shelter.

Oxfam's What She Makes campaign demands big clothing brands pay the women who make our clothes a living wage. Combining your voice demanding action and Oxfam's direct engagement with brands, we urge clothing companies to take the crucial next step in creating a fairer fashion industry.

Right now, big brands are part of a system that pays poverty wages. In Bangladesh, for example, garment workers are paid as little as 39 cents an hour. In Vietnam, it's 64 cents per hour. It's just not enough to live on.

It is now time for brands to publicly commit to paying living wages. Brands must develop credible, transparent, time-bound plans to map out how they will achieve this goal.

Check out how the big brands place in the race to paying a living wage on the Company Tracker.

A living wage is not a luxury or a privilege, it is a universal human right for every working person around the world, including the women who make our clothes.

We are all cut from the same cloth. We are people who care about how our clothes are made.

Together, we stand with the women who make our clothes and demand big brands pay a living wage.

Make brands rethink #whatshemakes and sign the pledge today.

After discussing the fact that people can make changes and have influence over decisions, policy and actions, it's time to talk about the obligations of the Australian Government to be involved with and support and engage with groups and organisations at an international level.

International obligations

What are Australia's roles and responsibilities at a global level? Australia is just one of 195 countries (known as states) in the world. Of these 195 states, 193 are members of the United Nations (UN), an international governmental organisation that was formed after World War II in 1945 to encourage states to solve their differences and achieve their goals by means other than war and conquest.

As the ties between states have increased — via trade and travel, for example — most states have become more concerned with keeping other states on side and working together to solve problems. The UN is not a perfect organisation and does sometimes struggle to contain conflict and prevent humanitarian crises. But despite this, it has maintained an element of a rules-based order around the globe for more than 70 years. Australia is a founding member of the UN.

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More on the United Nations organisation and its aims and roles can be found at the link below.

- www.un.org/en/about-un

More information on Australia's involvement in the United Nations can be found at the following links.

- www.unny.mission.gov.au
- www.unaa.org.au/learn/australia-and-the-un
- www.micaustralia.org/when_will_the_australian_government_stop_turning_its_back_on_the_world_s_poorest_people

Activity

On an A4 page, write a description of the role of the UN in your own words or create a visual highlighting the UN's main roles.

As a global actor (the term used to identify players on the world political stage), Australia is a signatory to many international laws and treaties. The laws and treaties are brought to the UN established, managed and processed by them. For the content of these laws and treaties to be legally binding however, they must be drafted by the Australian Parliament into domestic (Australian) law so they can be enforced by Australian courts and legal institutions. Despite this not often occurring, Australia (and other states) have to report to the UN on how they are maintaining and upholding the values, rights and agreements in these international treaties and laws for which they are signatories.

Some of the international laws that Australia is party to include:

- International Covenant on Economic, Social and Cultural Rights (1976)
Signed in 1972 and ratified in 1975.
 - www.nma.gov.au/online_features/defining_moments/featured/equal_pay_for_women
- Convention on the Elimination of All Forms of Discrimination against Women (1981) Signed in 1980 and ratified in 1983.
 - www.humanrights.gov.au/news/stories/commissioner-jenkins-appears-un-committee-elimination-discrimination-against-women
 - www.sbs.com.au/news/the-feed/un-grills-australia-on-multiple-failures-to-protect-women-against-violence
- Convention on the Rights of the Child (1990)
 - www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf
 - www.refinery29.com/2018/04/196678/child-labor-fashion-checklist
 - www.whimn.com.au/look/fashion/how-to-tell-if-your-clothes-were-made-by-children/news-story/ff97c00b08a7d9879d6eb183cb27b828

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In small groups, students investigate one of the treaties or conventions above and think about how the treaty might affect Australians, and how they might affect people in other countries. Particularly, think about how they might affect garment workers in Bangladesh, such as Fatima whose story you read about at the beginning of this workbook.

Other than being a member of the UN, Australia interacts with other states and fulfils some of its international obligations through peacekeeping missions and aid distribution.

1. Peacekeeping

Australia has contributed forces and support to international peacekeeping missions through the UN, and also outside of it such as the InterFET response in Timor-Leste (formerly East Timor).

- www.dfat.gov.au/international-relations/security/peacekeeping-and-peacebuilding/Pages/peace-and-conflict.aspx
- www.unaa.org.au/2017/07/70-years-of-australian-peacekeeping

2. Aid

Australia provides aid to states around the world to help support them in times of crisis during extreme weather and climate events, such as typhoon Haiyan in the Philippines and the Regional Assistance Mission to Solomon Islands (RAMSI). Australia contributes aid to all the states in Asia listed below.

- AusAid to Bangladesh (FACT SHEET available, mentioning women and girls as priority)
www.dfat.gov.au/geo/bangladesh/development-assistance/Pages/development-assistance-in-bangladesh.aspx
- AusAid to Pakistan (FACT SHEET available, mentioning women and girls as priority)
www.dfat.gov.au/geo/pakistan/development-assistance/Pages/development-assistance-in-pakistan.aspx
- AusAid to Cambodia
www.dfat.gov.au/geo/cambodia/development-assistance/Pages/development-assistance-in-cambodia.aspx
- AusAid to Vietnam
www.dfat.gov.au/geo/vietnam/development-assistance/Pages/development-assistance-in-vietnam.aspx

Activity

As a class, students brainstorm other ways that Australia and its citizens may be obliged to help or support other states and their citizens internationally. Investigate and discuss whether Australia's obligations are currently being met with regards to aid, peacekeeping and international laws.

Student create a mind map to demonstrate their understanding.

You can use the following YouTube videos about the making of a t-shirt to see globalisation through a piece of clothing or you can just have a discussion as a class.

Introducing: Planet Money Makes A T-Shirt (0.47 seconds)

www.youtube.com/watch?v=r2Zod7Sd3rQ

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COTTON: Planet Money Makes A T-Shirt (Part I) 2.32 minutes

Part 1 www.youtube.com/watch?v=QYa4zneKbeY

MACHINES: Planet Money Makes A T-Shirt (Part II) 1.33 minutes

Part 2 www.youtube.com/watch?v=ZJ0team-zWw

PEOPLE: Planet Money Makes A T-Shirt (Part III) 6.21 minutes

Part 3 www.youtube.com/watch?v=-6T1MvHyUic

BOXES: Planet Money Makes A T-Shirt (Part IV) 1.37 minutes

Part 4 www.youtube.com/watch?v=04aZzxEnlhE

YOU: Planet Money Makes A T-Shirt (Part V) 1.40 minutes

Part 5 www.youtube.com/watch?v=W9Amsk9_dJc

The life-cycle of a t-shirt

<https://ed.ted.com/lessons/the-life-cycle-of-a-t-shirt-angel-chang>

Students can fill in table below to get a personal idea of where they sit in the global market.

News source	Guess the country of origin	Actual country of origin & source
Where are your clothes made?		
Where is your phone made?		
Where are your textbooks printed?		
Where are the movies that you watch made and what types of characters are they about?		
What is your favourite meal? What are its origins?		
Where have you been overseas? Where do you want to go overseas?		

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Campaigns and social change

When groups of people want to take action on a cause, or make change to an existing issue they create campaigns (working in an active and organised way towards a goal). The campaign has the benefit of something to rally around as well as provide an opportunity to educate and increase public awareness of the issue.

What She Makes is a campaign by Oxfam Australia to raise awareness of the unfair wages received by garment workers — the women who make our clothes — from big brands in Australia. What She Makes is building a deeper understanding about how we as consumers or buyers of clothes can contribute to getting brands to pay the women who makes our clothes a living wage and why that living wage would contribute to positively improving their situation.

Discussion questions

What are the aims or goals of the campaign? Are they clear?

What were the essential features of the campaign?

Have you ever been involved in a campaign, protest or action?

What do you remember about it?

You can choose to discuss the concepts of direct and indirect action for change.

Direct action is defined as the attempt to effect change immediately through boycotts, blockades, strikes and civil disobedience. Social movements are well aware that “one two-dollar can of spray can reverse a hundred-thousand-dollar media campaign” (Rushkoff, 1996). Social movements don’t necessarily involve violence, despite sometimes being met with violent repression or backlash. Direct action methods can be non-violent in nature.

Indirect action could be changing one’s behaviour or raising the profile of an issue with family and friends.

Making changes — successes and challenges

Now students can investigate some campaigns and social movements to discuss the advantages and disadvantages of groups working together to create change. Below are some suggested campaigns and resources, or you and your students could come up with entirely different ones.

- **Youth-led gun control movement in the United States of America (USA)**

March for Our Lives student-led actions against gun control in USA (#neveragain #marchforourlives)

www.marchforourlives.com/home

Listen to 11-year-old Naomi Wadler’s amazing speech (3.44 minutes)

www.youtube.com/watch?v=C5ZUDImTIQ8

“Never again”: how 11-year-old Naomi Wadler became a rallying voice of black protest

www.theguardian.com/us-news/2018/mar/31/naomi-wadler-the-11-year-old-helping-lead-a-protest-movement

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- **Anti-whaling**

Sea Shepard

www.seashepherd.org.au/

Sea Shepherd permanently abandons Antarctic whale wars with Japanese boats

www.abc.net.au/news/2017-08-29/sea-shepherd-abandons-antarctic-whale-wars/8851890

Sea Shepherd is quitting the Antarctic. Could this help end whaling?

www.abc.net.au/triplej/programs/hack/could-sea-shepherd-quitting-the-antarctic-help-end-whaling/8853858

- **Marriage equality in Australia**

Marriage equality in Australia — Attorney-General's Department

www.ag.gov.au/marriageequality

The ridiculously disappointing history of marriage equality in Australia

And we still haven't achieved marriage equality. One team one dream...

www.cosmopolitan.com.au/news/timeline-of-australian-marriage-equality-laws-23501

What led to the success of the marriage equality campaign? Australian politics live podcast (28mins podcast)

www.theguardian.com/australia-news/audio/2017/dec/01/what-led-to-the-success-of-the-marriage-equality-campaign-australian-politics-live-podcast

A definitive timeline of LGBT+ rights in Australia

www.sbs.com.au/topics/sexuality/agenda/article/2016/08/12/definitive-timeline-lgbt-rights-australia

Activity 9

Guiding questions for your students investigation

What is the issue you are looking at?

At what stage is the campaign now (beginning, middle, end) and what are the defined stages?

How effective has action on this campaign been? How is it measured?

What are the slogans, branding, social media and other media about the campaigns?

Does the media support or reject the campaign's message? Does this influence how you think about the campaign?

Compare your chosen campaign or one from the above list with the What She Makes campaign that you investigated earlier.

Some ideas to consider:

- What are their successes and challenges? What can you learn from how they campaigned?
- What are some of the techniques they used?
- Did the campaign use direct or indirect action? Or both?

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What She Makes campaign	Other campaign

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Below are some other campaigns related to clothes and retail. Several of these campaigns are about educating people about issues, and others use direct action.

Do you know about these campaigns for social change?

- Buy Nothing New Month
www.buynothingnew.com.au
- Who Made Your Clothes? by Sarah Keeling (5.09 minutes)
www.youtube.com/watch?v=MjDQRfmc0cl
- Fashion Revolution
www.fashionrevolution.org/about

Ethics

You can use this section to look at building students' ethical capabilities, ethical thinking and understanding to make decisions about complex issues. The VCAA has provided a teacher resource for looking at this area specifically for garment workers and all the links are included below. There are teacher notes and classroom activities.

What is an ethical issue?

An ethical issue arises in situations when:

- there are competing alternatives and where the right thing to do is not clear;
- actions themselves or outcomes can be judged in terms of good, bad, right, wrong, better or worse; or
- there is concern about questions that pertain to our values. How ought we to live? What kind of society should we have? How should we treat others? How should we treat other living things? How should we interact with our environment?

An ethical issue becomes an ethical dilemma when there are conflicts between ways to act, usually involving contravention of an ethical principle that is normally held — for example, when keeping a promise requires lying and the person normally would not lie.

Source: www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/ethics/teachresources.aspx

Now you will work through some issues as a class about how to think ethically and then apply that understanding and skills to the issues of garment workers. You will use all of your knowledge gained throughout this resource and during the ethical activities and discussions.

WHAT SHE MAKES

IS KEEPING HER IN POVERTY

Extension activity – ethical understanding

The What She Makes campaign raises a number of ethical issues that you may want to discuss with students as part of the case study. There are several ways this could be done. One way would be to provide a list of ethical issues from the case study for students to consider and teach them how to think about what the most important considerations are.

This approach would link to the Australian Curriculum for Civics and Citizenship 'How ideas about the experiences of Australian identity are influenced by global connectedness and mobility ([ACHCK081 – Scootle](#))' with ethical capabilities.

The link comes about because you are looking at different perspectives about how the Australian identity is influenced by global connectedness. How the lives, actions and rights of people around the world connect and are interwoven with Australians and the extent to which there is a global identity due to globalisation. The relevant content descriptions from General Capabilities Ethical Understanding are 'Understanding ethical concepts and issues', 'Reasoning in decision making' and 'Exploring values rights and responsibilities'.

www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/learning-continuum

If students are simply put in groups and asked to go ahead and discuss how different values might influence how they act, or asked to make sense in general of what the most important considerations are, some students may struggle. It would benefit them to be equipped with some knowledge about how to think about a case study and the ethical issues raised first so they can then apply them to this case study.

There are several teaching points that students could learn first and then apply to a discussion about the links between Australian identity and what it means to be Australian and reasoning in decision making and exploring values rights and responsibilities. Tools and sample lessons on Ethical Capabilities have been expanded upon here www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/ethics/teachresources.aspx

Once taught, practiced and applied in this way, student confidence builds and these teaching points can go on to be applied again to a range of case studies in Civics and Citizenship and other subjects where ethical considerations need to be examined and discussed.

Distinguishing between the ethical and non-ethical in complex issues

This unit is a standalone 50-minute session that introduces students to the Levels 9 and 10 Content Description: Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues ([VCECU021](#)). Students draw on the complex issue of sweatshop fashion as an example to help build capacity to distinguish between ethical and non-ethical considerations, including ethical and legal. Students are introduced to questions that can help to identify ethical considerations for any issue.

WHAT SHE MAKES

IS KEEPING HER IN POVERTY

Extra resource articles

www.fastcompany.com/40492215/the-real-story-behind-those-desperate-notes-that-zara-workers-left-in-clothes

www.nydailynews.com/life-style/shoppers-find-notes-sweatshop-workers-clothes-article-1.1844730

www.news.com.au/lifestyle/fashion/kmart-target-and-big-w-how-do-australias-retail-giants-make-their-jeans-so-cheap/news-story/93e6bf02d566270849193384fd719c9d

www.theherald.com.au/story/1373801/do-you-really-know-where-your-clothes-are-coming-from

www.heraldsun.com.au/leader/news/how-you-can-become-an-ethical-shopper-and-help-exploited-garment-factory-workers/news-story/daceebc5d3344a9c7482530a41218260

www.sbs.com.au/yourlanguage/hindi/en/article/2016/02/18/australian-school-gets-uniforms-made-ethically-india

www.news.com.au/lifestyle/fashion/how-the-people-making-your-clothes-are-really-treated/news-story/a3f9b725c371d857a51aaff941466aa8

www.ethicalclothingaustralia.org.au

As a final activity you can get students to create a jeopardy or trivia using all the knowledge the class has acquired.

1. Each individual is to write up five questions and answers. The questions and answers can be no more than one sentence each.
2. Brainstorm the questions and answers as a class. You need to have at least 60 different questions and answers at the end.
3. Write up the questions with succinct answers on the back of flash cards or visit <https://quizlet.com> to use Quizlet.
4. At the end of the term, hold a quiz with a student (or yourself) as the quizmaster with two or more teams and a time keeper. Run the quiz with each team or contestant having a limited time to answer the question and get points for correct answers. You could even have teams losing points for incorrect answers.

* Perhaps you could provide some Fairtrade chocolate as prizes.