

## Rationale

This series of lessons can be used at a variety of stages in dealing with development. Students can begin the task without any prior knowledge of Nike or sweatshops. They will be led to an understanding of bias and how to spot it. The following concepts are also developed in the series of lessons: interdependence, quality of life, consumer power, global market and evidence.

The newspaper articles used in the activity were written by Year 8 students who had watched the Panorama programme from October 15<sup>th</sup> 2000 'Gap and Nike: No Sweat?' Some information about this programme and short clips from it are available on the BBC website at

<http://news.bbc.co.uk/1/hi/programmes/panorama/archive/970385.stm>

Following these initial inputs, students looked at a label on a Nike shoe box 'a portion of your purchase supports youth community programs around the world' and read selected sections from Nike's employment policy on their website, [www.nike.com](http://www.nike.com) (reading age of actual website is high). Students identified key points from the policy in pairs and tried to identify any conflicts with Rosa's story.

Pupils were then introduced to the **newspaper writing frame** (see Worksheet) and used a paper copy to plan an article about the issue of sweatshop clothes production in pairs. They were given the choice of showing bias in either direction but were told to put forward a good argument for both sides, clearly justifying any opinions in the article. Students identified rules of newspaper article writing (as shown on writing frame) before starting.

## **National Curriculum References**

### **Geography**

1e; 3e; 6h; 6i; 7d

1e) appreciate how people's values and attitudes [for example, about overseas aid] , including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues

3e) to explain how places are interdependent, and to explore the idea of global citizenship

6h) changing distribution of economic activity and its impact

6i) development

7d) study issues of topical significance

### **Citizenship**

1h, 1i, 2a, 2b, 2c, 3a

1h) the significance of the media in society

1i) the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

2a) think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based sources

2b) justify orally and in writing a personal opinion about such issues, problems or events

2c) contribute to group and exploratory class discussions, and take part in debates.

3a) use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own