

Date Reviewed

March 2023

Course

[Social Justice 12](#)

Topic

Fast Fashion & Globalization

Big Idea

Individual worldviews shape and inform our understanding of social justice issues.

Essential Question

How can consumer awareness of ethical issues in manufacturing affect change?

Learning Standards**Content:**

Students are expected to know the following:

- processes, methods, and approaches individuals, groups, and institutions use to promote social justice

Curricular Competencies

Students are expected to be able to do the following:

- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)

Core Competencies

Communication – I am able to define fast fashion and globalization, and I can articulate examples of each.

Thinking – I can analyze the various positive and negative aspects of globalization and fast fashion as well as how these affect people locally and globally.

Personal and Social – I can make informed decisions as a consumer in bringing about awareness and change in the clothing sector, as a result of exercising my buying power.

First People's Principles of Learning

Learning involves recognizing the consequences of one's actions.

Introduction

- Ask the students to think of their top 5 favorite retail stores, including online retailers.
- Have each student name one store. Listen for repeated favorite store and brand names, and write those on the board (such as Nike, American Eagle, H&M, Forever 21, Adidas etc.)
- Point out that they will be hearing about some of their favorite name brands and stores in this unit and researching more about them.

Pre-Assessment

- Have students examine the labels in their clothing to find out where their clothes were made.
- [Think-Pair-Share:](#)
 - Why is so much of our clothing made in other countries?
 - How is clothing manufacturing related to globalization?
 - What are the benefits and problems of much of our clothing being made in developing countries?

Interactive Learning Activities

Part 1: Fast Fashion and Globalization

- Explain to students they will be learning about the term “fast fashion”. Allow students time to reflect on their understanding of the term.
- Organize students into small groups and distribute chart paper and markers. On the top half students should write “fast fashion” and below list their potential definitions and key words that come to mind when they hear that term.
- Allow 15 minutes for students to discuss this term and record their responses. Then have each group share their key words and potential definitions.
- Write the following definition of fast fashion on the board and allow students to compare their definitions with it: *“inexpensive clothing produced rapidly by mass-market retailers in response to the latest trends.”* (Google dictionary)
- Let students know they will be viewing a documentary about fast fashion and globalization.
- Distribute “*The True Cost—Viewing Guide*” to students. Allow time to preview the questions before showing the documentary film [True Cost](#) (1:31:45). Pause the film as needed to summarize info, look at statistics, and obtain responses from students.
- Afterwards, allow time for students to complete the viewing guide. Go over the viewing guide using “Answer Key: *The True Cost—Viewing Guide*.”

- Distribute *The True Cost* [discussion guide](#) to students and have them discuss selected questions in small groups.
- Assign a written reflection in response: What is something that you may do differently going forward, now that you have watched *The True Cost*? Provide examples of any awareness and perspectives you gained and what you would like to put into action.
- Assess the written reflection using the “Reflection Rubric”.

Part 2: Debate

- Ask students to imagine the following scenario: “You are a young mother in Bangladesh and would like to send your two children aged 7 and 11 to school. However, you need money to pay for living expenses and food as well as medication and care for a disabled grandparent in the household. By taking turns working in a garment factory and being home to care for the grandparent, the mother and two children are able to provide this support and make ends meet financially.”
- Write the following statement on the board: “The benefits of jobs created by the clothing industry in developing countries outweigh the problems. Have students that agree with this statement to go to one side of the room and those who disagree go to opposite side of the room. This debate topic is taken from #2 of *The True Cost* [discussion guide](#): *As demonstrated in the film, some economists argue that conditions in garment factories, bad as they may be, are better opportunities for workers in “developing” countries than they would have otherwise. After watching this film, do you buy this argument? Even if the argument is true, does that mean that conditions should not be improved? How are women’s rights particularly affected?*
- If there is a disproportionate amount on either side, ask for those who do know have a strong opinion to balance the side. Allow students 20 minutes to formulate key debate responses in anticipation of the other side’s opposing views.
- Begin the debate by allowing one member from each side to speak at a time. Then the other side responds, and this continues with the teacher moderating the discussion and at time adding key information as needed.
- Once the debate is completed, debrief by asking students what was challenging about the debate. What was needed in order to see both sides of the argument? (compassion, justice, ethics) Allow time for discussion and stress the important of seeing the point of view of all parties.

Part 3: World Trade Organization

- Explain that the World Trade Organization (WTO) is the only international organization dealing with the global rules of trade. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible. Show the video [Let’s Talk WTO](#) (2:11).
- Provide students with access to the [WTO in Brief](#). The WTO says the goal of the organization is *to improve the welfare of the peoples of the WTO’s members*. Have students examine the WTO site for evidence of whether or not the welfare of the workers is considered in the goal of

free trade between countries.

- Explain that in 1994 Canada passed [The World Trade Organization Agreement Implementation Act](#). Use a [Think-Pair-Share](#) strategy to have students respond to two sections of the Act:
 - *“Whereas trade expansion contributes to job creation, achieves higher standards of living, offers greater choices for consumers and strengthens the Canadian economic union.”* What does it mean to strengthen the Canadian economic union, and achieve high standards of living for Canada, and greater choice? At what cost is this achieved?
 - *“Whereas the World Trade Organization, as successor to the GATT, will also provide the forum for future trade negotiations aimed at furthering trade liberalization world-wide and the development of new global trade rules.”* What does the term “trade liberalization” imply?

Post-Assessment

- Present students with three choices for a project:
 - **Inquiry:** Explore an aspect of fashion manufacturing and globalization they want to learn more about. It could be a company such as Nike, or a country such as Bangladesh, or trade and labor laws across the world. Present your findings.
 - **Awareness Campaign:** You will create an original public service announcement about the impact of our consumer choices, especially our choices about the clothes we buy.
 - **Policy Proposal:** This project involves research into organizations that have the goal of ending child labor around the world. You will recommend a policy to eradicate child labour in a persuasive speech.
- Provide students time to work on their project of choice with teacher support and access to technology as needed.
- When projects are completed, students should present them to the class.
- Assess presentations using the “Project Presentation Rubric”.

Extension Activities

- Students can organize school-wide awareness campaigns, where they share the various hashtags of organizations committed to fair and ethical practice in clothing industries, as well as those working to bring awareness. Social media can also be used for bringing about awareness.

Additional References

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International Labour Organization. 2020. "Child Labour." <https://www.ilo.org/global/topics/child-labour/lang--en/index.htm>

International Labour Organization. [n.d.] "What is Child Labour?" <https://www.ilo.org/ipec/facts/lang--en/index.htm>

"The True Cost: Bullfrog Community Screening & Discussion Guide." [n.d.] https://d3n8a8pro7vhmx.cloudfront.net/bullfrogfilms/pages/507/attachments/original/1453332297/true_discussionguide.pdf?1453332297

"The True Cost." Documentary | Clothing Industry | Fashion Market | Capitalism | Modern Slavery. 2020. <https://web.archive.org/web/20200720235342/https://www.youtube.com/watch?v=nxhCpLzreCw>

UNICEF. 2019. "Child Labour" <https://data.unicef.org/topic/child-protection/child-labour/>

UNICEF. 2020. "Ten Things You Did Not Know About Child Labour." <https://www.unicef.ca/en/blog/ten-things-you-didnt-know-about-child-labour>

World Trade Organization Agreement Implementation Act (S.C. 1994, c. 47). Justice Laws Website. <https://laws-lois.justice.gc.ca/eng/acts/W-11.8/page-1.html>

Choice Projects

Inquiry

This is your opportunity to inquire deeply into an issue related to globalization and clothing manufacturing.

Some possible ideas:

- solving a problem that exists in our community or world
- critiquing companies and their manufacturing processes
- investigating foreign policy and its implications
- exploring advertising campaigns and the truths behind the companies

You will present your findings to the class.

Awareness Campaign

We are exposed to ads and persuasive messages in our day to day lives. These ads and social media messages are effective in making us think about products, self, and images being promoted/demoted.

You will create an original public service announcement about the impact of our consumer choices, especially our choices about the clothes we buy.

- Address environmental or ethical issues
- Be original and creative
- Be persuasive

You will present your advertising public service announcement to the class.

Use the “Persuasive Techniques in Advertising” as a guide for ideas when creating your awareness campaign.

The persuasive strategies used by advertisers who want you to buy their product can be divided into three categories: **pathos**, **logos**, and **ethos**.

Pathos: an appeal to emotion.

An advertisement using **pathos** will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: *an image of people enjoying themselves while drinking Pepsi*. Other times, advertisers will use negative emotions such as pain: *a person having back problems after buying the “wrong” mattress*. **Pathos** can also include emotions such as fear and guilt: *images of a starving child persuade you to send money*.

Logos: an appeal to logic or reason.

An advertisement using **logos** will give you the evidence and statistics you need to fully understand what the product does. The **logos** of an advertisement will be the “straight facts” about the product: *One glass of Florida orange juice contains 75% of your daily Vitamin C needs*.

Ethos: an appeal to credibility or character.

An advertisement using **ethos** will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product.

Ethos often involves statistics from reliable experts, such as *nine out of ten dentists agree that Crest is the better than any other brand*. Often, a celebrity endorses a product to lend it more credibility: *Catherine Zeta-Jones makes us want to switch to T-Mobile*.

Policy Proposal

This project involves research into organizations that have the goal of ending child labor around the world. You will present your policy proposal for ending child labour in a persuasive speech that calls for government action.

Project Presentation Rubric

	Minimally Meeting	Fully Meeting	Exceeding
Content	<ul style="list-style-type: none">Minimal knowledgeLacks evidence and research	<ul style="list-style-type: none">Some knowledge of topicSome evidence and research	<ul style="list-style-type: none">Extensive knowledge of topicEvidence and research
Insight	<ul style="list-style-type: none">Presents facts not ideasLacks personal insight	<ul style="list-style-type: none">Presents ideasSome personal insightProvides a viewpoint	<ul style="list-style-type: none">Presents thoughtful ideasMakes personal connections/insightUnique & specific view
Presentation	<ul style="list-style-type: none">Not well organized, creative or engagingVoice not effectiveNot passionate	<ul style="list-style-type: none">Somewhat organized,Creative & engagingRegular voiceSomewhat passionate	<ul style="list-style-type: none">OrganizedCreativeEngaging.Clear voiceExhibits passion

Reflection Rubric

	A	B	C	D
THOUGHT & OPINION (Ideas)	Insightful response of the text/viewing demonstrated. Opinions & Emotion are perceptive and thoroughly articulated	General response of the text/viewing demonstrated. Opinions & emotion clearly stated	Vague response/ understanding of the text/viewing demonstrated. Opinions & emotion stated	Little response/ understanding of the text/viewing demonstrated. Opinions & emotion not stated
DETAILS & EXAMPLES (Support)	Significant precise, & deliberate variety of examples used to enhance ideas	Relevant & purposeful examples used to enhance ideas	Adequate but general ideas and examples used to enhance ideas	Irrelevant details or ideas used or not enough details/examples to enhance ideas
PERSONAL CONNECTION (Self/Worldviews)	Meaningful personal connections are constructed, between self, text & world	Personal connections are constructed, between self, text & world	Few personal connections are constructed, between self, text & world	No personal connections are constructed, between self, text & world
CRITICAL THINKING (Extend thinking)	Reflection shows critical understanding & ability to make connections to larger goal & society	Reflection shows partial understanding & ability to make some connections to areas outside of class	Reflection shows minimal critical thought and does not make any connections	Reflections does not include any critical thinking

Answer Key: *The True Cost*--Viewing Guide

1. As recently at the 1960's 95% of all our clothes were made in America, today that number is 3%.
3%.
2. Explain the term "Outsourcing".
Allowing developing countries to make our clothing at a very low/ inexpensive/ unethical price.
3. Explain the term "Fast Fashion".
Fashion changing rapidly at low prices each week rather than each season. Sales, new trends each week at big retailers
4. Describe what happened in the Rana Plaza incident.
Tragic disaster of a building collapsing burying many workers inside in Bangladesh. Cracks in building were ignored. 1000 people killed.
5. Explain how the Rana Plaza incident could have been avoided.
Owners could have taken responsibility to repair the buildings and not overcrowded the factory with workers.
6. Describe the characteristics of a "sweatshop".
Low wage manufacturing with unsafe conditions which benefits the more developed countries.
7. Explain the term "Fair Trade".
Fair trade is a consumer response designed to help producers in developing countries achieve sustainable and equitable trade relationships including a living wage for workers/farmers.
8. In Bangladesh 85% of garment factory workers are women.
9. Describe what is happening to cotton crops in terms of production and pesticide consumption.
G.M.O -Genetically Modified Organisms. A weed eliminator is embedded in pesticides for a cotton field, via sprays or seeds. Modified crops.
10. Explain how the use of pesticides is affecting the local communities.

Soil impact, residual toxins

BT cotton has a gene that's been added (to control a pest)
Monsanto patents the seed
Farmers cannot afford the seed
Rise in birth defects + cancers

11. Studies suggest that the advertising/propaganda promoting the consumption of consumer goods has what kind of effect on the public:

Advertising makes people feel our needs will be satisfied by buying a product + fulfill our image/thirst for conforming.
More consumption = more thirst.

12. The average American throws away 82 lbs. of textile waste every year.

13. This is responsible for causing jaundice: chromium This chemical is also responsible for causing liver cancer.

14. Fashion is now the number 2 most polluting industry on Earth.

15. Explain how *fast fashion* is making consumers feel “rich” but they are actually “poorer”.

Things we need such as cars, homes, and education are expensive. But non-essentials are cheap, so people buy them more, making us poorer.

16. Write a review of this documentary film. Include answers to the following questions: What was surprised you? What was not surprising to you? What did you learn? Would you recommend this film to other people interested in the fashion/textile industry? Would you recommend this film to average consumers?

Responses will vary.

The True Cost--Viewing Guide

1. As recently at the 1960's _____% of all our clothes were made in America, today that number is ____%.
2. Explain the term "Outsourcing".
3. Explain the term "Fast Fashion".
4. Describe what happened in the Rana Plaza incident.
5. Explain how the Rana Plaza incident could have been avoided.
6. Describe the characteristics of a "sweatshop".
7. Explain the term "Fair Trade".
8. In Bangladesh 85% of garment factory workers are _____.
9. Describe what is happening to cotton crops in terms of production and pesticide consumption.
10. Explain how the use of pesticides is affecting the local communities.
11. Studies suggest that the advertising/propaganda promoting the consumption of consumer goods has what kind of effect on the public:
12. The average American throws away _____ lbs. of textile waste every year.

13. This chemical is responsible for causing jaundice: _____. This chemical is also responsible for causing _____ cancer.
14. Fashion is now the number _____ most polluting industry on Earth.
15. Explain how *fast fashion* is making consumers feel “rich” but they are actually “poorer”.

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