

Unit: Globalization

Lesson: Where was that made? How much did it cost?

Behind the Swoosh: A Case Study looking into the production of NIKE products.

Objectives: *Students will be able to...*

1. Identify and describe what a sweatshop is and the locations in which they are created.
2. Identify the push/pull factors that lead to the creation of sweatshops.
3. Identify the positive and negative impacts of sweatshops.
4. Examine the social and cultural implications of sweatshops in the areas they reside.
5. Identify and assess governmental or human rights policies aimed at limiting the negative impacts.

Resources: Video: Nike Sweatshops: “Behind the Swoosh”

<http://www.youtube.com/watch?v=M5uYCWVfuPQ>

Activity	Teacher will...	Students will...	Time
<i>Introduction</i>	1. Class brainstorm/discussion - What are some characteristics of sweatshops? - Where are they commonly established? - Why?	Participate in group discussion Document ideas, thoughts and ideas generated throughout the discussion.	15 min
<i>Body</i>	1. Show “Behind the Swoosh” video to class 2. Discussion after viewing - What were some of the key points in this video? - What surprised you? - Is there another solution? 3. Provide follow up for students about what is being done now in terms of NIKE, other organizations and their practices in regards to labour.	Watch Video. Contribute to class discussion.	20 min 15 min
<i>Conclusion/ Assignment</i>	1. In pairs identify a brand of clothing that you regularly wear. 2. Identify wear it is made and roughly how much you paid for it in the store. 3. Research how much workers get paid in producing the article and any other interesting information about the company. 4. Be ready to present your findings to the class in a brief 5 minute presentation next class.	Students will have time to begin work on this mini-project in class and will be expected to present their findings the following day.	10 min