

SUSTAINABLE DEVELOPMENT

ADVERTISING THE TRUTH

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INTRODUCTION

This teaching material comprises a video clip and a description of the activity taking place in the video. The activity was developed by ECO-UNESCO and is intended for use with young people or senior primary school students.

For further information about this activity or ECO-UNESCO's teaching resources contact: Education Officer, ECO-UNESCO, 26 Clare Street, Dublin 2 or visit www.ecounesco.ie.

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I. AIMS OF THIS SESSION

- To explore local and global connections, using the example of 'runners', or the mass production of trainers
- To introduce the concept of sustainable development
- To consider the impact of advertising on our lifestyles.

II. SESSION OUTLINE

1. Introduce the activity by explaining that as a part of our exploration of sustainable development, we are going to examine the links between development in the global North and its impact on other parts of the world.
2. Begin a discussion about advertising. It is something we are all affected by and aware of. It drives us to buy and it drives the economy but rarely, if ever, are we told the real cost to human life, human rights, and the environment.
3. Divide the class into 4 groups
4. Give each group one of the role cards.
5. Each group's task is to create an ad for runners, reflecting the TRUE cost (from the perspective of the person/thing in their role card) of this product.
6. Give the groups a number of options for creating their ad; It could take the form of a jingle, poster, story board of a TV commercial, or drama piece.
7. When the pieces are ready, ask each group to present their advertisement. Briefly discuss the results with the whole group
8. Conclude with a group discussion about local and global links. Introduce the concept of sustainable development (using the information in Section III). Ask the groups to consider what sustainable development might mean to the people in their role cards.
9. The [video clip](#) here shows a group who developed an ad for runners. They created a poster for 'CICE Runners', cleverly revealing some of the human costs behind the production of runners.

Note: Many other products can be used instead of runners – for example, coffee, tea, pharmaceutical products, mobile phones, computers or clothing.

III. BACKGROUND INFORMATION AND MATERIALS

THE RUNNER

You are a runner that costs \$100 in Niketown New York City. You are the latest model and all the kids want you on their feet. You were made in Indonesia in an all female factory, some of whom should have been in school. After production you were shipped to New York.

Of your retail price only \$12 went to the factory that produced you. Which makes \$2 profit and only 40c goes on wages. \$33 of your price was spent in designing the brand name Nike, \$11 went on research and \$8.5 went on publicity. Your transport and tax accounts for 5c of the over all cost paid by your owner. All the rest of the money spent by your owner goes straight to the store owner.

Runner fact:

- PVC used in some runners release toxins into the environment during manufacturing.

THE CONSUMER

You are a 16-year-old boy who is sports-mad, especially for your team Man United, and you also play for your school team. Your parents have good jobs and like to encourage your sporting interests. They both work full time and you are given pocket money every week of €50, for bus fare, school lunches and clothes. You like wearing the latest trainers and your favourite brand is Adidas, like David Beckham. You generally get a new pair of runner three times a year, at the price of €120 each.

Runner fact:

- Many of the materials used in the production of runners are deemed to have adverse effects on the health of the environment.

THE HUMAN RIGHTS ACTIVIST

You are a TV comedian who has started to combine your comedy with your other passion, human rights. The biggest campaign response you ever got was when you organised a class of London school kids to question the global affairs director about low pay and bad working conditions in their Indonesian factory which supplies runners to the UK and Ireland. You brought a worker from the factory to the meeting and a translator. You helped reveal that the company were not keeping their promises and their code of conduct. Workers had to work very long hours and under very strict discipline. The programme went out on prime time TV and got a very big response; many people started to condemn the company and refused to buy their products.

Runner fact:

- In the 1990s a student movement against sweatshops targeted Nike amongst others. This resulted in Nike withholding sponsorship which in turn got the attention of the World Trade Organisation.

THE WORKER

You are an 11-year-old Indonesian girl who works for a runner-making factory. You stitch runners in a huge factory with many other children and women. You earn very little money and find it very difficult to make ends meet. You find it difficult to balance school and work, but because you are the sole earner in your house you have to keep going. Your father became very ill a year ago and your mother had to give up work to look after him. Without this job though, you might be forced into worse kinds of child labour. One day you hope to be a nurse and pray that you will be able to stay in school long enough for that to happen.

Runner fact:

- Children as young as 10 years old can work up to 60-hour weeks in runner factories that supply to the developed countries for huge profits.

SUSTAINABLE DEVELOPMENT MEANS:

- Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.
- Recognising that some of the earth's resources are finite and therefore must be used responsibly by each of us.
- Understanding the interconnections between the social, economic and environmental spheres.
- Considering probable and preferable futures and how to achieve the latter.
- Appreciating that economic development is only one aspect of quality of life.
- Understanding that exclusion and inequality hinder sustainable development for all.
- Respecting each other.

(From: 'Supporting the Standards – The Global Dimension in Initial Teacher Education and Training', Global Teacher Project, World Studies Trust, UK 2005)

IV. FURTHER RESOURCES

- ECO-UNESCO (2006) *What on Earth Is Sustainable Development?* ECO-UNESCO, Dublin.
- Irish Aid (2006) *Our World, Our Future: A Teaching Resource on Development for Senior Primary Geography, for 5th and 6th Classes*, Irish Aid, Dublin.
- Oxfam UK (2000) *Go Bananas: A Photoset and Activity Pack about the Banana Trade*, Oxfam UK, available at http://www.oxfam.org.uk/education/resources/go_bananas/
- Oxfam UK (1998) *The Clothes Line: A resource exploring cotton production and the textile industry in India for pupils aged 7–11*, Oxfam UK, available at http://www.oxfam.org.uk/education/resources/clothes_line/?30