

**HUMANITIES DIPLOMA  
HALF TERM 3**

**COURSEWORK BOOK.**



# Big Picture – Year Overview

## Humanities Diploma



I know how the risk associated with a tectonic event might be reduced.

Earthquake drills, building modifications.

I know the types of aid that can be provided by governments and NGO's.

Relief and rebuilding aid.

I know how individuals can help people affected by tectonic events.

Personal assistance and contributions

Health, infrastructure, economy.

I know many different tectonic events.

Earthquakes, volcanoes, Tsunamis

I know which parts of the world are vulnerable to tectonic events.

Japan, Southern Europe, Pacific plate.

I know the different ways that tectonic events affect people.

Responding to a major tectonic event.

I know why some ceremonies are important to believers and non-believers.

Tradition, joining religious communities

I know the significance of different parts of a ceremony.

Marriage, funerals, coming of age.

I know how religious ceremonies and performed.

People involved, key features.

A non-British society in the past – USA in the 1920's.

I know the features and characteristics of the USA in the 1920's.

The Boom, Flappers, Music, media.

I know differences and similarities in the past and my own life.

Attitudes and beliefs.

Important ceremonies in life and death.

Scheduling information and evidence.

I know how to use historical sources.

I know the importance of religious festivals.

Community connections with religion and God.

I know how religious festivals are celebrated.

Fasting, prayer, family, giving gifts.

I know the background to religious festivals.

Christmas, Easter, Diwali, Eid al-Fitr.

I can recognise why ecosystems are endangered by humans

Pollution, tourism, over farming

I know how ecosystems can be protected.

Measures taken by governments, organisations and people

I can give examples of ecosystems in the UK.

Peat bogs, moorland, forest and highlands.

I can give examples of global ecosystems.

Amazon Rainforest, Great Barrier Reef.

I know different features of an ecosystem.

How do humans benefit from the rainforest?

Threatened Ecosystems

UNIT 5

UNIT 4

UNIT 3

UNIT 2

Unit 1

Year 9

# ZOOM IN...

## MY LEARNING JOURNEY:

*Subject: Humanities Year: 11 Unit: The effects of Consumerism*



### UP NEXT

- Local History.

### CAREERS

- Self employed
- Politics
- Human Resources

### AIMS

To enable learners to know about the production of consumer goods, the way in which it affects people, particularly children, and the organisations that aim to protect them.

### DEVELOPING COURAGE

- C Compare the different kinds of consumer goods.
- O Outline where in the world particular consumer goods come from.
- U Underline the impact the production of consumer food
- R Raising awareness of child exploitation to produce consumer goods.
- A Annotate information and data used in projects.
- G Gather evidence to show whether consumer goods produced in a certain context would be ethical.
- E Evaluate the effectiveness of legislation in protecting child labour.

### PREVIOUS LEARNING

- Key stage 3:
  - Religious Studies
  - History
  - Geography

### WHAT WE KNOW/ REMEMBER

- Key vocabulary
- Current affairs.

### RECOMMENDED READING

- Newspapers
- Media

### PERSONAL OBJECTIVES

- Know about popular consumer goods.
- Know how the production of some popular consumer goods can affect the lives of the producers and effect the environment.
- Know the work of organisations that aims to protect children.



Candidate Name: \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name: \_\_\_\_\_ Centre No. \_\_\_\_\_



LO:	Assessment Criteria – Entry 2	Assessment Criteria - Entry 3
Yellow Plus	<p>List organisations that aim to protect children.</p> <p>Show the work of one organisation that aims to protect children.</p>	<p>Identify organisations that aim to protect children.</p> <p>Outline the work of one organisation that aims to protect children.</p>
Yellow	<p>State why children are employed in factories.</p>	<p>Give reasons why children are employed in factories.</p>
Blue	<p>Show some features of working conditions of producers of some popular consumer goods in other countries.</p> <p>Identify ways in which production of some popular consumer goods affects the environment.</p>	<p>Outline working conditions of producers of some popular consumer goods in other countries.</p> <p>Outline how production of some popular consumer goods affects the environment.</p>
Green	<p>List where some of these popular consumer goods are produced.</p>	<p>Identify where some of these popular consumer goods are produced.</p>
White	<p>List consumer goods popular with young people.</p>	<p>Identify consumer goods popular with young people.</p>

\_\_\_\_\_

General Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Moderator: \_\_\_\_\_ Date: \_\_\_\_\_

# What are consumer goods?

LI: to be able to describe what consumer goods are.



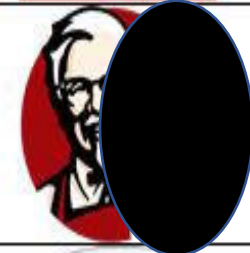
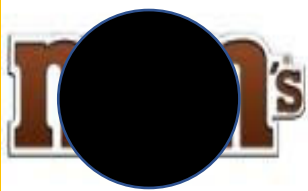
Assessment Criteria:

- 1.1 Identify consumer goods popular with young people.



Guess the Logo!

Can you identify all the logos of well known consumer goods?



# What are consumer goods?

Watch the clip.

Write down in your book several examples of consumer goods:

- a) You use
- b) Any other examples you might be able to provide.

<https://www.youtube.com/watch?v=rYwAQ-tboz0>





## Course work

On the provided diagram, cut out and stick the pictures into the correct section.

If is not clear what your consumer good is (e.g. it is just a logo) You might want to write under the picture what it is.

# What are Consumer Goods

Food and Drink.

Electrical goods, gadgets and toys

Clothing and accessories

Toiletries

# Where are consumer goods made?

LI: to be able to explain where consumer goods are made.



Assessment Criteria:

- 1.1 Identify consumer goods popular with young people.
- 1.2 Identify where some of these popular consumer goods are produced



## Complete the sentence in your books:

Globalisation means the increasing links between countries throughout the world.

This means that countries \_\_\_\_\_ more and more on each other for goods and the \_\_\_\_\_ to make them.

Globalisation is made possible because of changes in the \_\_\_\_ to make it easier to trade abroad, more efficient international \_\_\_\_\_ and developments in communications (like the \_\_\_\_\_)

Rely	Materials	Law	Transportation	Internet
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## Complete the sentence in your books:

Globalisation means the increasing links between countries throughout the world.

This means that countries rely more and more on each other for goods and the materials to make them.

Globalisation is made possible because of changes in the law to make it easier to trade abroad, more efficient international transportation and developments in communications (like the Internet )

Rely	Materials	Law	Transportation	Internet
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The production of a Wimbledon tennis ball.

Read through the DART  
and stick it into your  
book.



Watch the clip on how tennis balls are made.

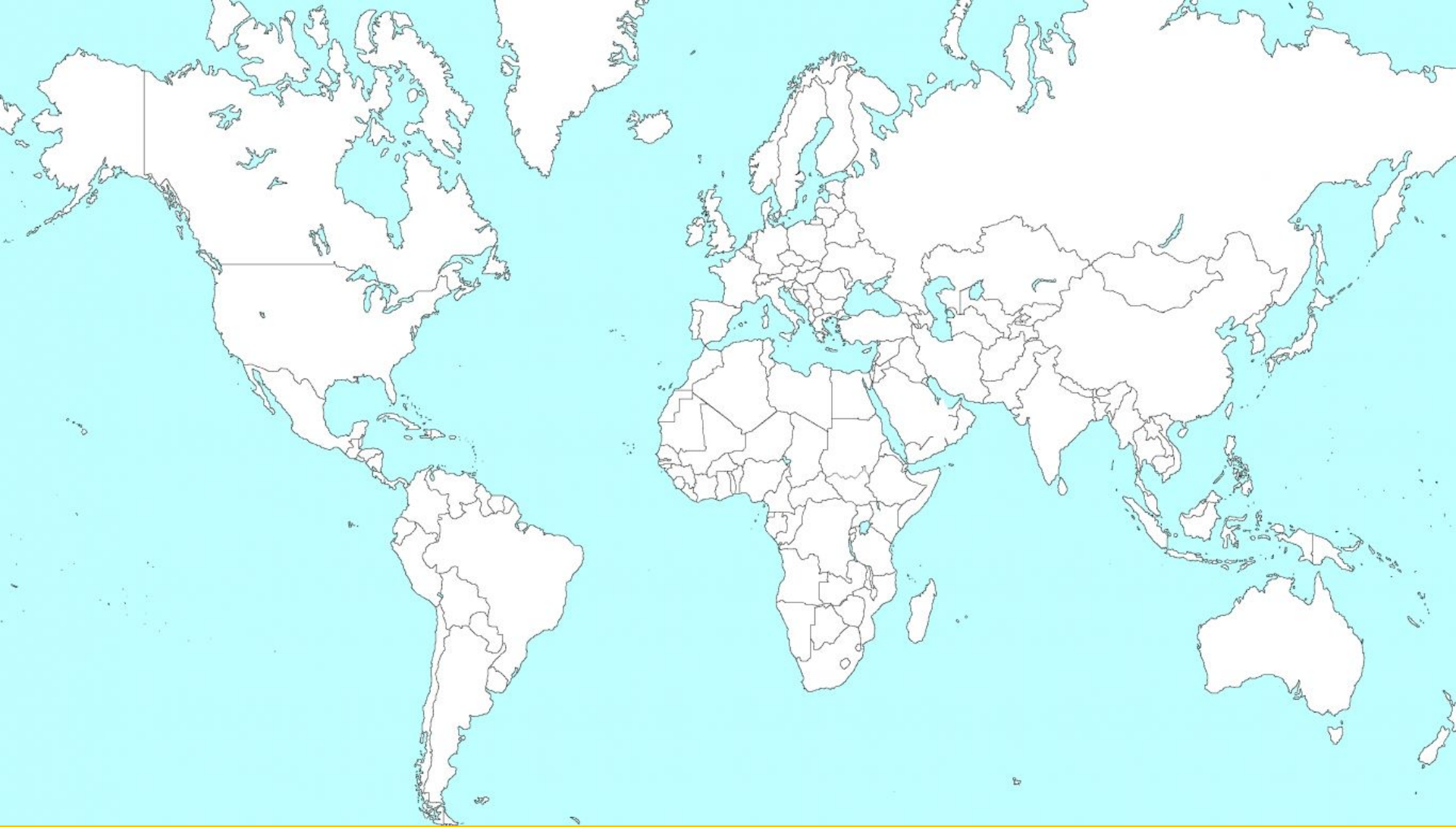


<https://www.youtube.com/watch?v=ovalwd7VZLU>

## Course work

On the map you have been given, draw 'flow' lines showing the movement of materials to the Philippines and then the completed tennis balls to the UK.

Describe any observations you have about your map and what it shows.



What observations can you make about what your map shows?

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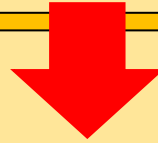


# Pollution caused by consumer goods.

LI: to outline how much of an impact producing consumer goods has on the environment.

Assessment Criteria:

- 1.1 Identify consumer goods popular with young people.
- 1.2 Identify where some of these popular consumer goods are produced



How much pollution might manufacturing consumer good create?

- Air pollution
- Ocean and water pollution
- Ground pollution















# Course work

Cut out the pictures of the consumer goods and match them to the pictures of the different kinds of pollution create in their production.

Try to explain how that particular consumer good produces pollution.



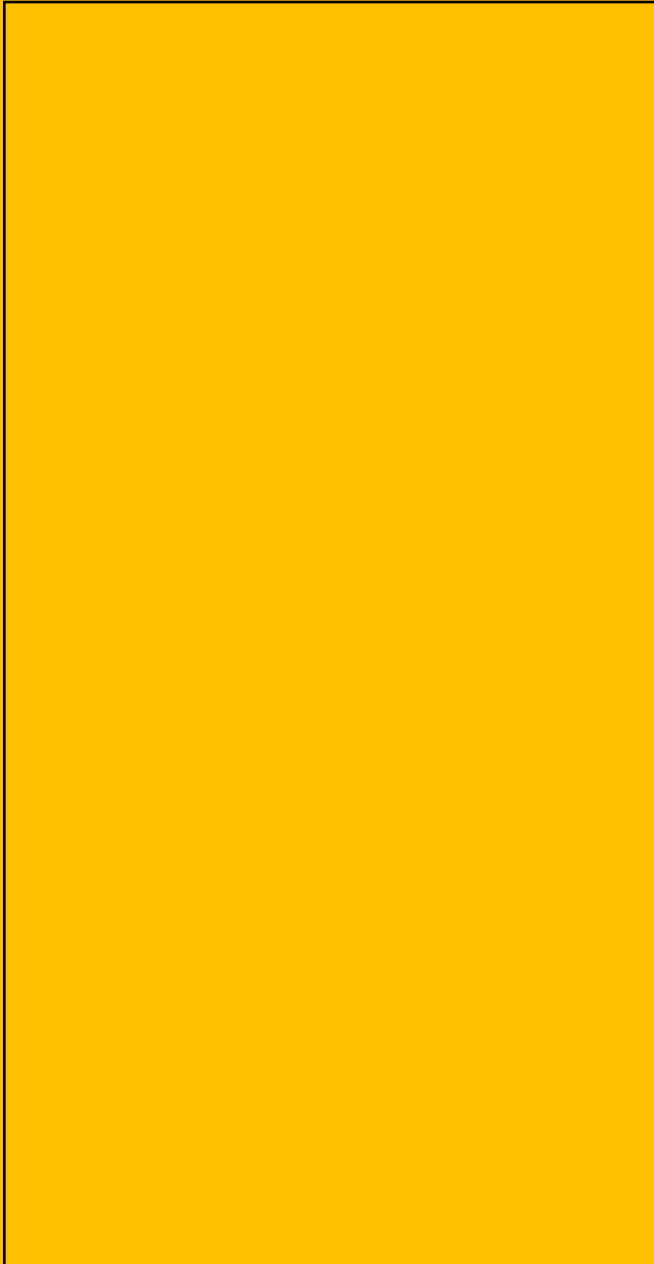
Air pollution caused by flying the goods to the UK.



Water pollution caused by dumping used dye into the sea.





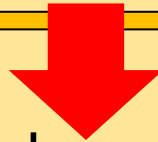


# Have workers got a fair deal?

LI: to investigate the working conditions of people who make consumer goods.

Assessment Criteria:

- 1.1 Identify consumer goods popular with young people.
- 1.2 Identify where some of these popular consumer goods are produced.
- 2.2 Show some features of working conditions of producers of some popular consumer goods in other countries.



## What is a Sweatshop?

A sweatshop is a factory that breaks two or more rules to do with workers rights.

## What are workers rights?

- Breaks and lunch breaks.
- Fair pay.
- Sick pay.
- Leave.
- Health and Safety.

Watch the clip on 'Fast Fashion and Sweatshops.'



<https://www.youtube.com/watch?v=bl1vIX7OdLM>

What does this documentary suggest is wrong with the production of clothes in our society today?

Watch the second clip showing how workers are treated in a Bangladesh clothing factory.



<https://www.youtube.com/watch?v=W1mvcFuiTts>

Make a bullet point list for all the different ways that the factory doesn't treat people fairly.

Create a Mind map using the template to show how and why workers are often treated unfairly when they work in factories that produce consumer goods.

Example:

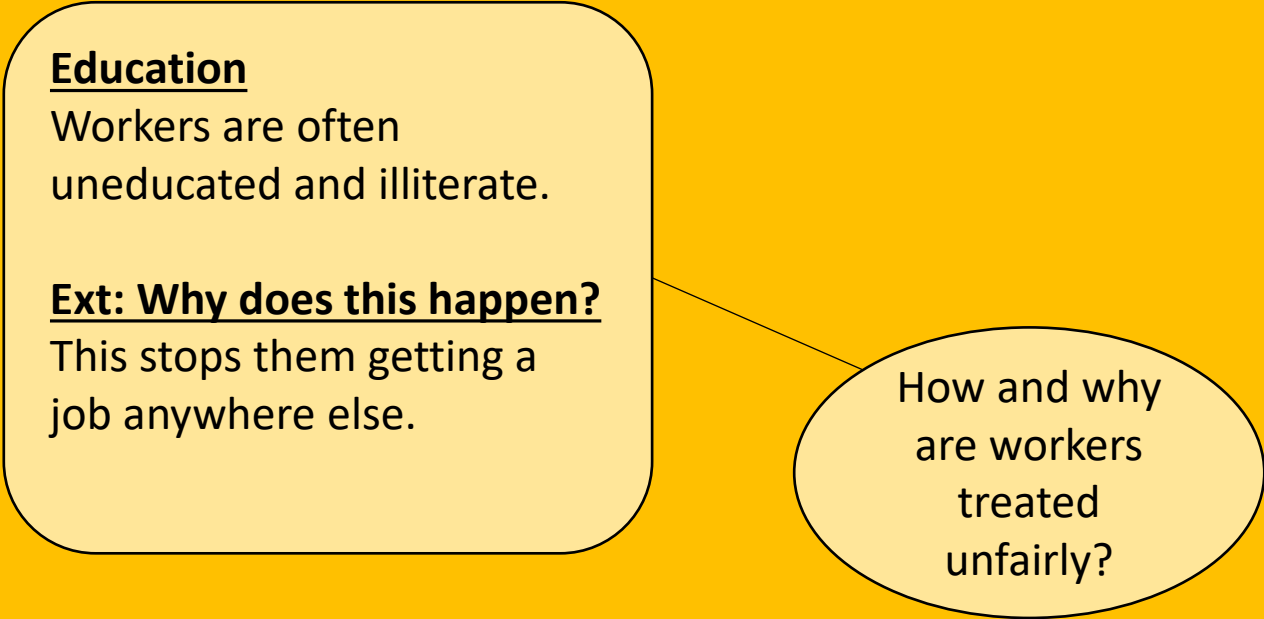
**Education**

Workers are often uneducated and illiterate.

**Ext: Why does this happen?**

This stops them getting a job anywhere else.

How and why are workers treated unfairly?



**Education**

Workers are often uneducated and illiterate.

**Ext: Why does this happen?**

**Safety**

**Ext: Why does this happen?**

How and why are workers treated unfairly?

**Wages**

**Ext: Why does this happen?**

**Ext: Why does this happen?**



# Why are children employed to make consumer goods?

LI: to examine why children are used to make consumer goods.

Assessment Criteria:

- 1.2 Identify where some of these popular consumer goods are produced.
- 2.2 Show some features of working conditions of producers of some popular consumer goods in other countries.
- 2.3 Give reasons why children are employed in factories



Read through as a class the information from the case study.

- Why are children made to pick cotton in Uzbekistan?
- Are the children paid fairly?
- How important is cotton to Uzbekistan?
- What might happen to children who refuse to work?

<https://www.youtube.com/watch?v=GPt2MfLZ8Y>



### **Uzbekistan forced cotton picking**

A case study to illustrate the use of forced child labour in the clothing supply chain is the Uzbekistan cotton industry. Uzbekistan is the third biggest exporter in the world. Government officials have closed down schools and forced children, some as young as nine years old, out of their classrooms and into the fields to pick cotton. One child says:

*"We're really afraid of getting expelled from school. Every September 2, the first day of school, the Director warns us that if we don't go out to pick cotton, we might as well not come back to school."*

*The school administration does everything to create the impression that the school children themselves are the ones who have decided to go out to the cotton fields. But just try to 'voluntarily' not go out to the harvest!*

*We're all forced to obey this unwritten law. And moreover, the only way to get cash is to go out and pick cotton. It's painful to see how kids knock themselves out in the cotton fields to earn this rotten money. Just think about it: in order to earn 50 sum (4 US cents), a kid who is barely 14 has to bend down to the cotton bush over 50 times. And his earnings from a day of this work won't even buy him a pair of ugly socks."*

Boy, ninth grade (14 years old), Kashkadaria province.

Examine the cards carefully.

Sort them into the following categories:

- Cards that show a cause of children working to produce consumer goods.
- Cards that show an impact of children working to produce consumer goods.

Limited access to education.	Low pay.	Extreme poverty.
Physical and emotional abuse.	No family.	Long hours – minimum of 12 hours a day.
Younger Brothers and sisters to look after.	In danger due to hazardous workplace.	No laws to protect them.

**Causes:**

**Impacts:**

Why are children used in this way?

# Who can help protect children from being exploited?

LI: to consider how companies can be pressured in to observing ethical employment standards.

Assessment Criteria:

- 1.2 Identify where some of these popular consumer goods are produced.
- 2.2 Show some features of working conditions of producers of some popular consumer goods in other countries.
- 2.3 Give reasons why children are employed in factories.
- 3.1 Identify organisations that aim to protect children.

**MAKE IT HAPPEN**  
**CHOOSE FAIRTRADE**





What does Fairtrade mean?

Fairtrade is a system whereby agricultural producers in countries at lesser stages of development are paid a fair price for their produce. This helps them to maintain a reasonable standard of living.

Do you and your family buy Fairtrade products? Why?

Write your answer into your book.

Many organisations use the media to bring awareness of Sweatshops and child exploitation to public attention.



<https://www.youtube.com/watch?v=vyGfVv6RI0k>

<https://www.youtube.com/watch?v=fTtZJ4ohr1o>

- Are the adverts you have watched a good way of bringing attention to child slavery/labour?
- What kind of goods may use children in the process of either making or producing them? Draw a list up in your books.

# Course work:

Using the T-shirt template, create a design as a part of an advertising campaign to bring the public's attention to child slavery.

The image displays three posters. The first poster on the left is dark blue with white text and features five white handprints of various sizes. The middle poster is dark grey with yellow and white text and features a large yellow handprint with a smaller red handprint inside it. The third poster on the right is white with a black and white photograph of a woman's face, her mouth obscured by red scribbles, and bold black text.

**WORLD DAY AGAINST CHILD LABOR 2020**

LET OUR CHILDREN PLAY  
IT'S THEIR RIGHT  
*Join the conference on June 12, 4pm at Any Great Auditorium, Any City*

VISIT [WWW.REALLYGREATSITE.COM](http://WWW.REALLYGREATSITE.COM) TO REGISTER

THE EL DORADO WELFARE GROUP INVITES YOU TO THE

**World Day Against Child Labor Forum**

Make a stand and join the discussion with our panel of experts.

June 12, 2017, 10 am - 4 pm  
El Dorado Convention Center

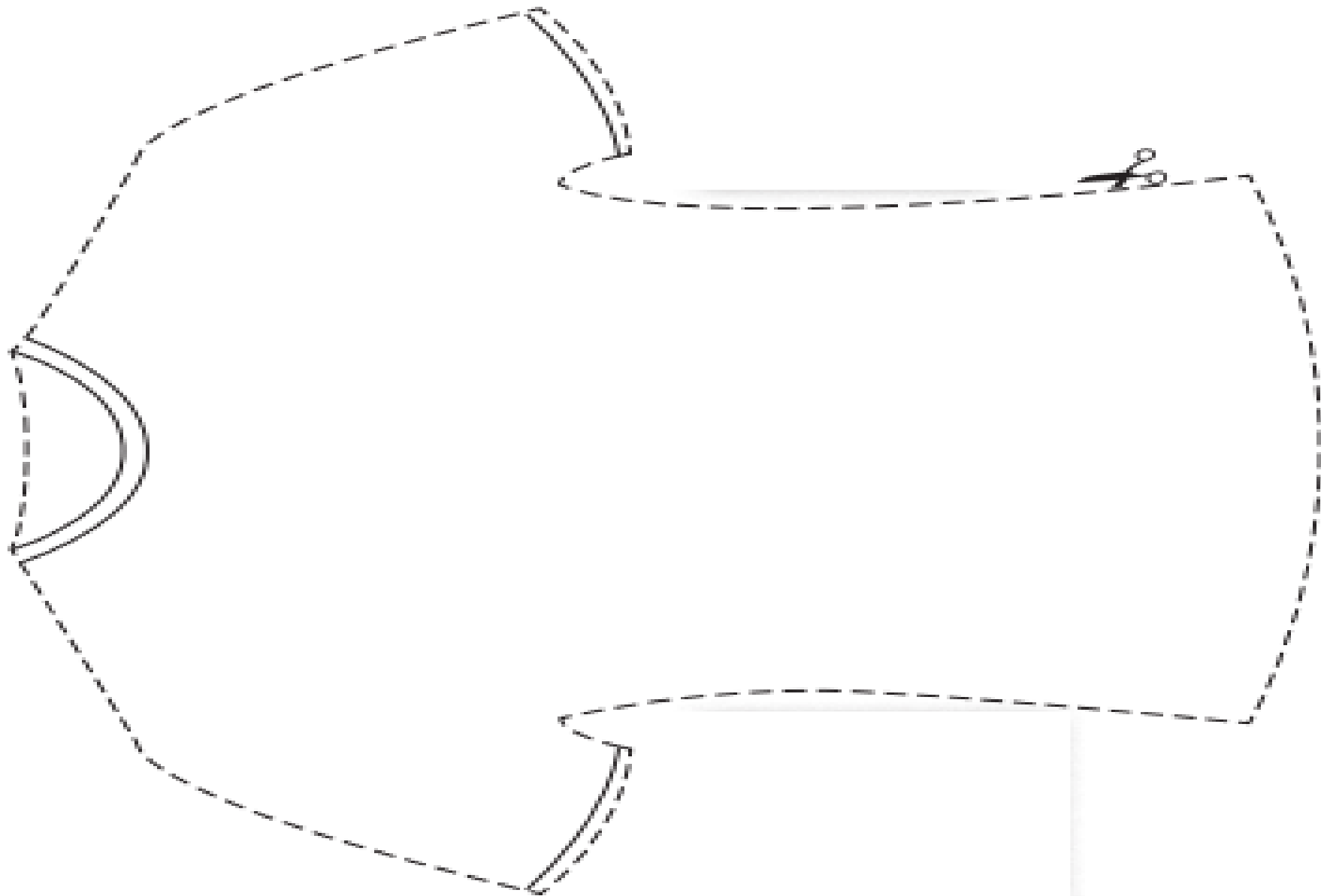
ENTRANCE IS FREE

HUMAN TRAFFICKING IS SLAVERY. MEN, WOMEN AND CHILDREN ARE BEING TRAFFICKED INTO SOUTH AFRICA AND SOLD INTO FORCED LABOUR OR PROSTITUTION.

**SHE CAN'T ASK FOR HELP**

REPORT HUMAN TRAFFICKING: 0800-555-999

IOM | SACTAP



# How do children get protected from exploitation?

LI: to research into the work of different charities that help to protect children from exploitation.

Assessment Criteria:

- 1.2 Identify where some of these popular consumer goods are produced.
- 2.3 Give reasons why children are employed in factories.
- 3.1 Identify organisations that aim to protect children.
- 3.2 Outline the work of one organisation that aims to protect children,

Classroom in  
the UK:



# Classroom in East Africa:



Une tasse - a cup  
Une voiture - a car  
Un stylo - a pen  
Une crayon - a pencil  
Une natte - a mat  
Une robe - a dress  
Une jupe - a skirt

Le français  
Je suis étudiant.  
J'ai un cahier  
Les Carreaux - Color

Masculin	Féminin	Anglais
Blanc	Blanche	White
Noir	Noire	Black
Rouge	Rouge	Red
Rose	Rose	Pink
Vert	Verte	Green
Bleu	Bleue	Blue

J'ai un habit blanc  
J'ai une chemise bleue  
J'ai un stylo noir  
J'ai une chemise rose  
J'ai un habit vert  
J'ai une chemise verte  
J'ai un habit rose  
J'ai une mouchoir verte  
J'ai un habit bleu  
J'ai un habit vert  
J'ai une chemise verte  
J'ai un habit rose  
Je suis étudiant

5/10/2007  
rose-pâle  
rose-rouge

Please don't on this bus  
2AC

# Classroom in India:





# Classroom in Afghanistan:



## How does a lack of education make people at risk?

- Unable to get well paid jobs.
- Easier to exploit.
- Poverty.
- Unable to feed themselves due to lack of money/assets.

How important is education to the children in the clip?



- What kind of things will it enable them to do?
- Why is it difficult for many children to go to school?

## Course work:

Using your pack, examine the information on how charities work to protect children.

- Investigate the kinds of work that 2 of the organisations do to help children.
- Draw up your findings on a Poster (A3 size).

<https://www.savethechildren.org.uk/what-we-do>



<https://www.unicef.org/what-we-do>

# Homework 1:

Who is involved in making my t-shirt?



## 1. I'm the factory worker.

I make the t-shirt. I cut, sew, iron or pack. I work very long hours, with few breaks and do the same thing every day.

## 2. I'm the factory manager.

I supervise the workers. I pay the workers and all the costs of running the factory. I need to make sure the t-shirts are made on time and are good quality.

## 3. I'm the brand.

I decide how the t-shirt should look. I pay for the design and advertising. I also have to transport it from the factory to the shop, which can be a long journey crossing different countries.

4. I'm the buyer. I decide which country the t-shirt should be made in, who should make it and how long it should take. I need to find all the materials and pay for them.

5. I'm the shop (retailer). I sell the t-shirt. I need to buy or rent a shop. I have to make it a nice place for people to shop in. I have to employ people to work in my shop. I need to make sure people know about my shop through advertising.

Here are some of the people involved in making, selling and buying a t-shirt. They are all part of a 'global supply chain' that can stretch all over the world.

#### **The factory worker**

Factory workers are the people who make the t-shirts. They might be involved in cutting the pieces of the t-shirt, sewing them together, ironing them or packing them. They often work very long hours in difficult conditions. They need to earn enough money to pay for food, shelter, transport, clothes and medicines and have some to spare.



#### **The factory manager**

Factory managers supervise the workers to make the t-shirts. They work with the buyer to agree a production schedule. They agree the number of t-shirts they are going to make and the quality of the t-shirts. To get the work they may be required to make and deliver the t-shirts extremely quickly. They need to pay the workers and all the costs of running the factory.



#### **The buyer**

The buyer is involved in the production process for the t-shirts. They decide where to get the t-shirts made, who is going to make them and how long this should take. They also need to find all the materials and pay for them. Buyers often want to get the t-shirts made as quickly and cheaply as possible.



#### **The brand**

Brands decide how they want the t-shirts to look. They pay for the design of the t-shirts and for advertising them (for example on posters or TV). They also pay for the t-shirts to be transported from the factory to the shop.



#### **The retailer (shop)**

Retailers sell the t-shirts to people. They might need to buy or rent a shop. They need to make it a pleasant place for people to come to. They also have to employ staff to work in the shop. They might also pay to advertise their shop to customers.



#### **The consumer**

This is the person who buys the t-shirt. For example, you





**Who gets what? You decide!**

The consumer paid £29.99 for this t-shirt.

- How much should each person in the global supply chain get?
- What would be fair?
- Divide the £29.99 into five amounts.
- Why did you decide to divide the money in this way? Give reasons.

**Role play!**

You could do this exercise as a role play. One person could play the worker, one the manager and so on.

- How much of the £29.99 should you get?
- Argue your point of view and try and reach a consensus decision.

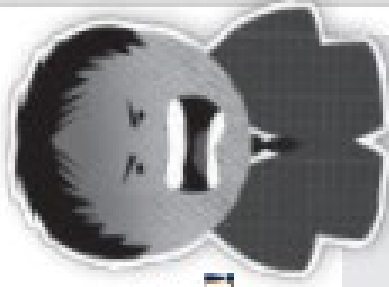
# Homework 2:

## Message from the boss

You need to make 3 caps today.  
If you make all 3 caps perfectly you will earn £3.79.  
You have 6 minutes.

- 1 Colour in the caps.
- 2 Do this exactly as shown in the picture.
- 3 Cut out each cap. Don't go over the dotted lines.
- 4 Get your caps checked by your supervisor (teacher!).

**GET  
BACK  
TO  
WORK!**



**WARNING!** Anything that is not perfect will be rejected.  
You will not be paid your full wages.

