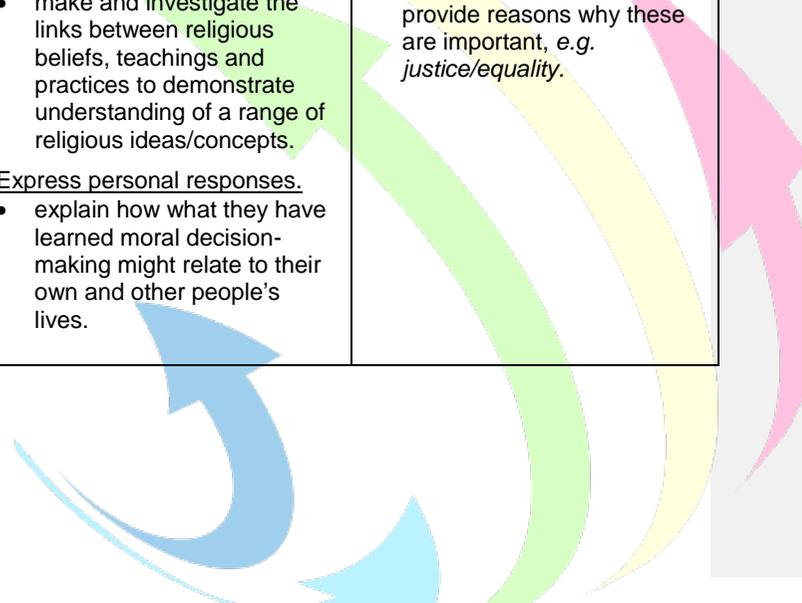


## Key Stage 3 RE resource: Should religious people buy fair trade clothing more than non-religious people?

Activity summary	Global learning opportunities	Links to Welsh national exemplar framework for RE	
		Skills	Range
<p>Pupils research views on putting religious teaching into practice by challenging exploitation or poverty.</p> <ul style="list-style-type: none"> <li>Ask pupils to look at ten items of clothing from their wardrobe, note which shops they are from and where they were made. How much did the last item they bought cost?</li> <li>Share or research newspaper articles about the Bangladesh clothing industry. You might ask pupils to consider: <ul style="list-style-type: none"> <li>examples of problems in factories producing cheap clothing</li> <li>potential benefits for the workers and the country.</li> </ul> </li> <li>After discussion, pupils come up with questions to investigate in a group to find a response to the central enquiry question: Should religious people buy fair trade clothing more than non-religious people?</li> <li>Pupils can investigate and compare: <ul style="list-style-type: none"> <li>sources of Fair Trade Clothing online</li> <li>sources of wisdom (below)</li> </ul> </li> <li>In responding, ask pupils to suggest what the following would say, and their own view: <ul style="list-style-type: none"> <li>a religious person</li> <li>a non-religious person</li> <li>a Bangladeshi clothing worker.</li> </ul> </li> </ul>	<p><b>GLP-W themes and outcomes:</b></p> <ul style="list-style-type: none"> <li>Globalisation and interdependence</li> <li>Poverty and development</li> <li>Enquiry and critical thinking.</li> </ul> <p><b>ESDGC themes:</b></p> <ul style="list-style-type: none"> <li>Identity and culture</li> <li>Consumption and waste.</li> </ul> <p><b>Global Goals:</b></p> <ul style="list-style-type: none"> <li>SDG 12 (Responsible consumption and production).</li> </ul>	<p>Pupils should be given opportunities to:</p> <p><u>Engage with fundamental questions</u></p> <ul style="list-style-type: none"> <li>draw on their own experiences and on a variety of informed religious and non-religious sources, in order to gather evidence and develop appropriate arguments.</li> </ul> <p><u>Explore religious beliefs and practices</u></p> <ul style="list-style-type: none"> <li>make and investigate the links between religious beliefs, teachings and practices to demonstrate understanding of a range of religious ideas/concepts.</li> </ul> <p><u>Express personal responses.</u></p> <ul style="list-style-type: none"> <li>explain how what they have learned moral decision-making might relate to their own and other people's lives.</li> </ul>	<p><b>Human experience</b></p> <ul style="list-style-type: none"> <li><b>belonging:</b> how and why individuals, local communities and society express religious identity and demonstrate commitment through worship, celebration, lifestyle, etc.</li> <li><b>relationships and responsibility:</b> how religions demonstrate rules for living, advise on making difficult moral decisions, and provide reasons why these are important, e.g. <i>justice/equality</i>.</li> </ul>



### Resources and support

- You could use the '[Lift the label](#)' film from [Tearfund](#) as a stimulus, then investigate the charity and its activities, focusing on Fair Trade clothing.
- Alternatively, pupils could investigate/compare campaigns by other religious-based charities such as [CAFOD](#), [Islamic Relief](#), [Sewa International](#) or [Tzedek](#)
- Investigate the website [Just-style](#) which has information on the textile industry; in 2013 they set up the new [Accord on Fire and Building Safety in Bangladesh](#) following the Rana Plaza disaster; by November 2013 over 100 companies had signed:
  - discuss the purpose of the accord and the motivation of the website; encourage pupils to locate further sources to support their enquiry.
- Explore further Fair Trade resources using GLP-W's bilingual [Fairtrade Fortnight resource](#)

### Development

- You could:
- make links with work involving moral and spiritual development in **PSE**, focusing on rights, fairness and social justice.
  - make links with work in **geography** on trade (including Fair Trade) and globalisation, and with country studies of Bangladesh
  - compare the work of religious charities in campaigning and fund raising using this [GLP-W resource](#)

### Literacy opportunities

#### Oracy

Element: Developing and presenting information and ideas

Aspects :

- Speaking
- Listening
- Collaboration and discussion.

#### Reading

Element: Locating, selecting and using information

Aspect:

- Reading strategies.
- Element: Responding to what has been said

Aspects:

- Comprehension
- Response and analysis.

### Critical Thinking opportunities

- ask and respond to a range of questions
  - explain and reason, think about evidence and make judgements
  - express a point of view, understand that people have different points of view, and engage with these, e.g. through discussion
  - consider different voices and points of view, and be able to change one's point of view
- make links between topics, so learning to think systematically.

**Commented [J1]**: Add link to Christian Aid and Islamic relief resource in English and Welsh versions

**Acknowledgements:** This overview is adapted from work by [NATRE](#) for the Global Learning Programme.

Sources of wisdom: selected quotes

<p>May all beings live in safety with hearts full of joy. Whether weak or strong, great or small, seen or unseen, far or near, born or to be born.</p> <p>May all beings be full of Joy. Let none deceive another, or despise any being whatsoever.</p> <p>Let none by anger or ill will wish harm to another.</p> <p><b>Buddhist</b> □</p>	<p>O human beings! We created you from (a single pair of) a male and a female and have made you into nations and tribes that you may know one another. Indeed, the most honoured of you in the sight of God is the one who is the most deeply conscious of Him. Indeed, God is all-Knowing all-Aware.</p> <p><b>Muslim</b> The Qur'an, 49:13</p>	<p>What is hateful to you, do not do to your fellow man.</p> <p><b>Jewish</b> Talmud: Shabbat 31a</p>
<p>O Supreme Personality of Godhead, make me strong. May all beings look on me with the eye of a friend. May I look on all beings with the eye of a friend. May we look on one another with the eye of a friend.</p> <p><b>A Hindu prayer</b> Yajur Veda, 36.18 □</p>	<p>Speak up for those who cannot speak for themselves, for the rights of the destitute. Speak up and judge fairly; defend the rights of the poor and needy.</p> <p><b>Jewish</b> Bible, Proverbs 31:8–9 □</p>	<p>One who performs selfless service, without thought of reward, shall attain his Lord and Master. He himself grants His Grace; O Nanak, that the selfless servant lives the Guru's teachings.</p> <p><b>Sikh</b> Guru Granth Sahib, p.286 □</p>
<p>None of you is a true believer until he loves for his brother what he loves for himself.</p> <p><b>Muslim</b> Hadith, Prophet Mohammad □</p>	<p>Blessed are you who are poor, for yours is the kingdom of God. Blessed are you who hunger now, for you will be satisfied.</p> <p><b>Christian</b> Bible, Luke 6:20–21</p>	<p>Treat others as you would want to be treated yourself.</p> <p><b>Humanist</b> □</p>