

Can't We Just Print More Money?



Lesson 4: Writing non-fiction and developing a podcast

Chapter Focus	
Chapter 5: <i>Why are so many of my clothes made in Asia?</i> Pages 113-130	
Learning objective(s)	
<ul style="list-style-type: none"> • To explore ideas about globalisation and trade • To link these ideas to a GCSE set text • To work in role as a journalist and podcaster 	
Learning outcome(s)	
Success criteria: To plan and write a collaborative podcast exploring an issue from Chapter 5 (Curriculum Focus: Reading; Writing for a specific audience)	
Key vocabulary	Getting started:
Trade Globalisation Interdependence Empathy Podcast	Display Slides 1 and 2 to introduce the topic and then share the Lesson Objectives with the class. Display Slide 3 and ask students to spend a few minutes exploring the labels on their uniform and possessions recording where those items were made. Take the outcomes in a feedback session – perhaps using a world map on the whiteboard to identify the range of locations involved and the distances items have travelled.
	Development learning:
	Display Slide 4 and distribute the Lesson 4 Worksheet . Read aloud the extracts from Chapter Five and invite students to comment on the key benefits of being able to trade with other countries across the globe. You could collate students' ideas as annotations to the slide on the whiteboard. Display Slide 5 and read aloud the extract. Invite students to comment on the ethical questions this raises – does this show us a potentially more difficult aspect to the benefit we gain of cheaper garments? Develop this idea by

showing **Slide 6**. What do they notice about the factory workers here in terms of age/gender? What might be the pros and cons of this type of work and working environment? Would students themselves be prepared to do this kind of work for low wages?

Relate these images to the popular GCSE English Literature set text: *An Inspector Calls* set in 1912 where factory worker Eva Smith is sacked for leading a strike for slightly higher wages using **Slide 7**. Reflect and invite comment on the Inspector's words to factory owner's daughter Sheila and the realisation she has about the workers in her father's factory. Have things changed for some young women globally or stayed the same?

Use the hyperlink on **Slide 8** to show the trailer of the documentary *The True Cost* which presents further information and viewpoints on the topic of where our clothes are produced.

Display **Slide 9** and ask students to reflect on the ideas they have shared as a whole class and the texts and images they have looked at before completing the paired task in role. If time allows you could share back some of the questions and answers created.

Consolidation of learning:

Display **Slide 10** and organise students into small groups and present the group task. Allow students time to work in their groups to generate ideas around the title of the podcast on large sheets of paper with marker pens. If ICT facilities are available, students could complete more research into Fairtrade garments and/or the costs to the environment and working practices of the Fast Fashion industry. A number of documentaries and informative websites on this topic are also available online.

Encourage students to then shape their ideas and think about how they will present them e.g. with a host and guests or a shared approach.

Students should then begin writing and producing their content. This could be done individually or collaboratively depending on the group. Allow some rehearsal time for piecing together their group outcomes. If facilities allow, the podcasts could be recorded and perhaps even used in school for an assembly or formal presentation.