Objective
To explore the lives and rights of people who make sporting goods.

Outcome
To understand rights in the workplace; to analyse and evaluate information; to think critically about why rights are not always respected at work; and to understand the potential impact on development.

KS3
Use sections from the online resource ‘The World of Work’ to encourage pupils to think about why we work, what sort of jobs people do, and to understand the role of trade unions. Afterwards, discuss the kinds of responsibilities pupils think they will have when they start work.

What rights might they expect in the workplace?

Explore
Activity sheet 4a: Rights at work
Read and discuss the rights described on the sheet in pairs.
- Which rights do pupils feel are the most important and why?
- Are there any missing?

Activity sheet 4b: Life in sporting goods factories
Read the quotes from seven different factory workers.
- Which rights are/are not being respected in these stories?
- Collect evidence by underlining key words.

Discuss/follow-up
- Why do you think rights at work are important?
- When workers are denied their rights, how could this affect them and their families?
- How could a trade union help to improve the lives of the workers mentioned?
- Why might respecting workplace rights be important for eliminating poverty?

POSSIBLE SUBJECT AREAS
KS3 – citizenship and geography

RESOURCES
- The World of Work
  www.ebctuc.co.uk/working-lives
- Activity sheet 4a: Rights at work – KS3
- Activity sheet 4b: Life in sporting goods factories – KS3
- Successful campaigns, page 33
- More workers’ stories:
- Key words, page 29
- Further information, pages 30–32

Find out five facts about internationally recognised rights at work, for example by visiting:
www.un.org/cyberschoolbus/humanrights/resources/plain.asp