

WINNERS & LOSERS AT THE OLYMPICS



It's estimated that the sale of mascots alone for the Beijing Olympics will generate profits of about £150 million (Playfair2008.org). Mascots are only one part of 5,000 products on offer on the official Olympic merchandise site.



But who will be the winners and who will be the losers from the manufacture of these products? Will the factory workers who make them do well out of it or will they be exploited?

Is anyone trying to make sure they get a fair deal?

Article 1 of the 2004 Olympic charter states that "Olympism seeks to create a way of life based on.... universal fundamental ethical principles."

Is there any way in which the London Olympics in 2012 and future Olympics can contribute to making the world a fairer, more sustainable place?



ACTIVITY 1: Fair enough?

- Compare the lives of two sets of factory workers,
- Ask students to look at the two web links in order to make a list of the ways in which workers in the Solidarity Factory are winners compared with those who worked for Sheng Li.

http://www.cleanclothes.org/companies/dignity_returns.htm
(SolidarityFactory)

<http://www.cleanclothes.org/companies/disney00-02-29.htm>
(Sheng Li)

- Students could also look at the case study of a Sri Lankan rubber tapper called, appropriately, Kitman. Ask them to identify the ways in which he and his family have benefited from working with ETHLETIC.

<http://www.fairdealtrading.com/index.php?cat=producers&id=7>

- Discuss what fair trade means in relation to textile manufacture.
- Ask students to make a list of what they think would be the most important elements of a fair trade contract for textile workers.



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ACTIVITY 2: Does Sir Steve Redgrave deserve another gold medal?

Five times Olympic gold medal winner Sir Steve Redgrave has his own range of clothing, FiveG. Ask students to conduct some research into Steve's clothing range and then discuss the question, "Is Steve's range worthy of a gold medal a) for style for teenagers and b) for fair trade?"

http://www.debenhams.com/webapp/wcs/store/servlet/CategoryDisplay?identifier=Find%20out%20more%20about%20Fairtrade_7628&categoryId=65284&catalogId=10001&storeId=10001&top=N provides information on Steve's range available from Debenhams

<http://www.smartplanet.com/news/fashion/10000812/interview-steve-redgrave-on-his-fairtrade-clothes-range-charity-and-giving-up-the-oars.htm> is the text of an interview with Steve about his involvement in Fair Trade.



ACTIVITY 4: Are you fashion conscious or have you got a fashion conscience?

Find out if students' opinions have altered as a result of increased knowledge by using a belief circle activity (<http://www.sda-uk.org/sa2.html>), with the following possible statements

- It's more important for me to buy something that's cheap rather than something that's fair traded.
- It would be great if the 2012 Olympics became known as the Fair Trade Olympics.
- Sportswear manufacturers should be forced to give details of how and where their products are made.
- Fair trade sportswear is great sportswear.



ACTIVITY 3: Labour behind the label (homework task and classwork)

Ask students to look at the labels of their own sportswear.

Get them to write down the manufacturer and any information they can find from the label that might help them identify whether or not the product comes from a fair trade source.

In class ask students to report back and note down the results. Has anyone found a label or any other information that would help a purchaser know if the sportswear was fairly traded?

- Discuss whether sportswear manufacturers should be legally obliged to give details of how and where their products are made?
- Ask students to investigate websites that find out such information, some of which lobby for a fairer deal for textile workers.

<http://www.fairdealtrading.com/>

<http://www.labourbehindthelabel.org/campaigns/playfair>

<http://www.ethicsgirls.co.uk/>

<http://www.ethicalconsumer.org/magazine/buyers/trainers.pdf>

<http://www.piecesofyou.co.uk>

- Report back and discuss findings.



ACTIVITY 5: Rubbish designs

By early 2008 the total expenditure approved for the 2012 Olympics in London was £9.3 BILLION. Is it worth it? Could the Olympics be run in a more environmentally friendly way and cost less money?



Ask students to investigate designers who make things from waste

(<http://www.wemake.co.uk>) and then to design and model or make an item for use or sale suitable for the 2012 Olympics that is made from waste products.

Look at <http://www.junkk.com/> and www.redesigndesign.org for ideas.



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