

<b>CAREER CLUSTER:</b> Marketing	<b>DURATION:</b> 22 Sessions – can be modified (Session = 45 to 50 minutes)	<b>TEACHER:</b>	<b>U.N. SUSTAINABLE DEVELOPMENT GOAL: #8 — Decent Work &amp; Economic Growth</b>
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## GLOBAL ISSUE OVERVIEW

According to the United Nations, global economic growth has been too slow and become unequal. On average, the real GDP per capita is increasing every year; however, economic growth has slowed, or even stopped, in many developing countries. The global unemployment rate today is 5.7%, and many people who do have jobs are still living in poverty. About half of the world’s population lives on the equivalent of US \$2 per day and an estimated 61% of the global workforce was employed informally in 2016 (i.e., earning income without the observation, regulation, and/or taxation of the government). An estimated 30 million jobs will be needed every year until 2030 to employ new workers aging into the global labor force.

### Why should we care about decent work and economic growth?

A continued lack of legitimate job opportunities will only undermine global progress. The ability for everyone to procure decent work is crucial in the fight to end poverty. Besides a fair income, decent work provides individuals and families with social protection and opportunities for personal development. Achieving decent work for others helps people who are already employed, too: Everyone benefits when more people are productively engaged in the economy.

### What can we do about it?

The United Nations has pledged to promote sustainable economic growth, employment, and decent work for everyone as part of its Sustainable Development Goals initiative — specifically goal number #8: Decent Work & Economic Growth. We can all help accomplish this goal by working to ensure high-quality education and job training, promoting safe work environments, ending forced labor and human trafficking, and achieving decent work for everyone, including women, youth, disabled people, and migrant workers.

**Global Competencies:**

*Investigate the World:* Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.

*Recognize Perspectives:* Recognize, articulate, and apply an understanding of different perspectives.

*Communicate Ideas:* Select and apply appropriate tools and strategies to communicate and collaborate effectively — meeting the needs and expectations of diverse individuals and groups.

*Take Action:* Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

STANDARDS ADDRESSED		
Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21 <sup>st</sup> Century Skills
<p><b>Common Career Technical Core Career Ready Practices</b></p> <ol style="list-style-type: none"> <li>1. Act as a responsible and contributing citizen and employee.</li> <li>4. Communicate clearly and effectively and with reason.</li> <li>5. Consider the environmental, social, and economic impacts of decisions.</li> <li>6. Demonstrate creativity and innovation.</li> <li>7. Employ valid and reliable research strategies.</li> <li>8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>9. Model integrity, ethical leadership and effective management.</li> <li>12. Work productively in teams while using cultural global competence.</li> </ol> <p><b>Marketing Career Cluster</b></p> <ul style="list-style-type: none"> <li>• <b>MKC01.02.01</b> Describe fundamental economic concepts used in marketing.</li> </ul>	<p><b>National Council for the Social Studies</b></p> <p>This unit includes experiences that provide for the study of:</p> <ul style="list-style-type: none"> <li>• <b>5</b> Individuals, Groups, and Institutions</li> <li>• <b>7</b> Production, Distribution, and Consumption</li> </ul> <p><b>Common Core Academic Standards</b></p> <p>ELA/Literacy:</p> <ul style="list-style-type: none"> <li>• <b>CCRA.SL.4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• <b>CCRA.L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>	<p><b>21<sup>st</sup> Century Interdisciplinary Themes</b></p> <ul style="list-style-type: none"> <li>• Global Awareness</li> </ul> <p><b>Learning &amp; Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Communication</li> <li>• Collaboration</li> </ul> <p><b>Information, Media, &amp; Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> </ul> <p><b>Life &amp; Career Skills</b></p> <ul style="list-style-type: none"> <li>• Flexibility &amp; Adaptability</li> <li>• Initiative &amp; Self Direction</li> <li>• Productivity &amp; Accountability</li> <li>• Leadership &amp; Responsibility</li> </ul>

- **MKC01.02.03** Explain economic systems in which marketing activities are performed.
- **MKC05.01.03** Determine needed resources for a new marketing project or business venture.
- **MKC05.07.01** Describe operation's role and function in business.
- **MKC10.02.08** Manage financial resources to ensure solvency.

Mathematics:

- **MP.1.** Make sense of problems and persevere in solving them.

## PROJECT DEFINITION & GOALS/OBJECTIVES

This project stems from the United Nations Sustainable Development Goals (SDGs). The SDGs are a set of 17 goals that aim to end poverty, fight inequality, and stop climate change. Specifically, this project focuses on Global Goal #8: Decent Work and Economic Growth, with an emphasis on sweatshops. Students will engage in a design process to define the problem, examine the problem from multiple perspectives, brainstorm possible solutions, select and defend one multi-faceted solution, and present these solutions to community and/or global partners.

### Goals:

- Students will gain an understanding of the United Nations Sustainable Development Goals initiative and develop empathy for people directly affected by limitations on decent work and economic growth.
- Students will apply marketing knowledge to a complex real-world problem.
- Students will use a design process to suggest solutions for a complex real-world problem.

### Objectives:

- Research and debate the pros and cons of sweatshops from ethical and economic perspectives.
- Research avenues to decent work for people employed in sweatshops.
- Brainstorm and evaluate ways to help a sweatshop employee procure decent work and contribute to economic growth.
- Create a marketing toolkit to help a sweatshop employee procure decent work and contribute to economic growth.
- Engage in a feedback and revision process to strengthen proposed solutions.

- Explain and defend the potential impact of proposed solutions.

## SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?

Maria Hernandez illegally immigrated to California from Honduras several years ago. Now, she works 11 hours a day for \$4 an hour at a large clothing manufacturer that supplies clothes for popular low-price retail stores. She does not receive overtime pay, sick leave, or health benefits, and her workplace does not comply with federal safety standards. What should Maria do to improve her situation? Options may include lobbying her employer for better working conditions, quitting her job and starting her own business, seeking legal redress, etc. What risks would Maria face if she took action? What rewards might she reap?

With a small group, you will propose a course of action for Maria. Groups will produce and present a written portfolio with the following components:

- **Proposal** — “We propose Maria should... [briefly described your proposed action] so that she can... [briefly describe the personal benefit to Maria]. If she accepts our advice, Maria will have a positive impact on... [briefly describe the effect Maria will have on her co-workers/employees, community, industry, the economy, etc].”
- **Ethical Analysis** — Describe current business trends and discuss the role of ethics in operations.
- **Economic Analysis** — Discuss supply and demand, market prices, competition, and factors affecting a business's profit and risk.
- **Direct and Indirect Impact** — Assess the costs/benefits associated with resources, identify risks associated with business activities, and detail the impact Maria’s action will have on her co-workers, community, industry, the economy, etc.

### Essential Questions

- To what extent do sweatshops benefit the global economy? Do their negative characteristics invalidate these benefits?
- Who (e.g., employers, employees, governments, the international community, etc.) should define what constitutes ‘decent work’?
- What’s the optimal strategy for sweatshop laborers to obtain decent work and contribute to economic growth?
- How do small-scale choices and practices impact larger communities?
- How can you apply your knowledge and skills to address a global issue?

### Grade Level Adaptations

- You may prefer to preselect a solution to Maria’s dilemma in introductory marketing classes so the whole class can research and share ideas together.
- You should stipulate the length and format of the final written portfolio according to course themes and student learning needs. For example, the economic analysis may be more detailed than the ethical analysis or vice versa.
- Other adaptations to the written portfolio may be appropriate:
  - The rough drafts may take the form of a worksheet with guided questions.
  - Higher-level classes may be required to include more detailed tools for Maria such as sample budgets or cash flow analyses.

**ASSESSMENT: How will you determine what students have learned? (Check all that apply)**

FORMATIVE		SUMMATIVE	
Quizzes/Tests		Multiple Choice/Short Answer Test	
Notes/Graphic Representations		Essay Test	
Rough Draft	<b>X</b>	Written Product with Rubric	<b>X</b>
Practice Presentation		Oral Presentation with Rubric	<b>X</b>
Preliminary Plans/Goals/Checklists of Progress		Other Product or Performance with Rubric	
Journal/Learning Log		Self-Evaluation or Reflection	<b>X</b>
Other:		Evaluation by Authentic Audience	<b>X</b>
		Other:	

**MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?**

**Materials:**

- Debate rubric
- Portfolio specifications and rubric
- Posters and markers for group brainstorming/planning
- Computers with internet access and word-processing software

**Resources:**

- Library access for two days (access to journals, magazines, newspapers, and/or books)
- [UN Sustainable Development Goals](#)
  - UN SDG #8: [Decent Work and Economic Growth](#)
- [International Labour Organization](#)
- [UN Development Programme](#)
- [UN Global Compact](#)
- [UN Capital Development Fund](#)
- Video resources:
  - United Nations Foundation’s video, “[A Look at the Sustainable Development Goals](#)” (1:00) An introduction to the 17 Sustainable Development Goals from the United Nations Foundation.

- Timothy Stott's video, "[Sustainable Development Goal 8: Decent Work and Economic Growth](#)" (1:55) An introduction to SDG #8.
- Sweatshops:
  - New York Times Magazine's, "[Two Cheers for Sweatshops](#)"
  - Forbes', "[Sweatshops in Bangladesh Improve the Lives of their Workers](#)"
  - [China Labor Watch](#)
  - PBS' POV documentary, "[Made in L.A.](#)"
    - Depending on location, the documentary may be available on the PBS POV website
    - Also available on Youtube POV page. Search: "PBS POV Made in L.A."
  - WNYC Studio's "[When 'Made in America' Means Made in Sweatshops,](#)" (7:00 audio clip)

**Possible Constraints & Solutions:**

- Authenticity of final presentations could be limited due to availability of volunteer industry representatives and/or community members. To mitigate this, consider realizing the final presentations via Skype, Zoom, or another video conferencing program.

**SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?**

**Support & Modifications:**

- Guide students in generating productive research questions during week 1.
- Provide assistance navigating library resources in week 2.
- Create rubrics to guide students in giving feedback during week 4.

**Extensions:**

- Some students may prefer to complete the project individually instead of with a group.
- Advanced students may select and plan more complex continuing actions such as creating an awareness campaign or getting involved with an organization like [Labour Behind the Label](#).

**CALENDAR OF MAJOR LEARNING ACTIVITIES: What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?**

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Initiating:</b> Introduce SDG #8. Lesson should explore the following questions: “What is the basic state of the global economy (unemployment, poverty, economic growth, etc.)?”; “What is ‘decent work?’”; “Who gets to define ‘decent work?’”</p>	<p><b>Initiating:</b> Expand on and deepen Monday’s conversation. Lesson should explore the question, “How do limitations on decent work and economic growth affect people, directly and indirectly?”</p>	<p><b>Initiating:</b> Connect SDG 8 to the topic of sweatshops. What is the history of sweatshops in the U.S.? What role did they play in creating the society we have today? What are some current statistics about sweatshops around the world?</p>	<p><b>Initiating:</b> Students generate questions about sweatshops: their function in the economy, their impact on workers, and potential actions sweatshop workers could take to achieve decent work.</p>	<p><b>Initiating:</b> Students conduct research based on the questions generated yesterday. Encourage students to look for answers in a variety of sources: online or print journals, magazines, books, websites, and/or newspapers.</p>
Week 2				
<p><b>Initiating:</b> Students continue their research.</p>	<p><b>Initiating:</b> As a class, share research findings related to potential actions sweatshop workers could take to achieve decent work. These should be grouped to reflect basic ideas, such as “quit the sweatshop,” “start their own business,” or “lobby their employer for better conditions.” If necessary, students can vote to narrow down the final list to the best two or three.</p>	<p><b>Initiating:</b> Continuing work with others who selected the same action yesterday, students formulate their main debate arguments.</p>	<p><b>Initiating:</b> Debate day. Place six chairs at the front of the room, with three (or two) chairs designated for each of the top two (or three) actions students selected on Tuesday.</p> <p>The debate is guided by the questions formulated during the Week 1, Day 4 sessions. Questions may be read by a debate moderator or displayed on the screen.</p> <p>Choose the first six students who will start</p>	<p><b>Initiating:</b> Report it. Students write a news-style article covering yesterday’s debate and summarizing the main arguments.</p>

	<p>Students select one of these actions to pursue for the rest of the project then get together with others who selected the same action to share and compare research findings.</p>		<p>the debate. From there, students may tap in or out of the hot seats designated for their chosen position whenever they like, but the six chairs must always be filled.</p> <p>A timekeeper will limit each student's discussion to 30 seconds. Everyone must speak at least once; no one may speak more than three times.</p>	
<b>Week 3</b>				
<p><b>Planning:</b> Divide students into small groups based on the action they supported in the debate last week.</p> <p>Introduce the project scenario.</p> <p>Drawing on their research on sweatshops, each group brainstorms four to six specific recommendations for Maria. These recommendations should be more specific than the general actions students debated about—for example, if Maria should start her own business, what kind</p>	<p><b>Planning:</b> Students analyze and evaluate their group's brainstormed ideas and select one. <i>Rough draft of Proposal is due.</i></p>	<p><b>Executing:</b> Group work time.</p>	<p><b>Executing:</b> Group work time. <i>Rough draft of Ethical Analysis is due.</i></p>	<p><b>Executing:</b> Group work time.</p>



of business should it be? Who could she sell to? etc.				
<b>Week 4</b>				
<b>Executing:</b> Group work time. <i>Rough draft of Economic Analysis is due.</i>	<b>Executing:</b> Group work time.	<b>Executing:</b> Group work time. <i>Rough draft of Direct and Indirect Impact is due.</i>	<b>Executing:</b> Group work time: finalize portfolios.	<b>Executing:</b> Groups pair up with another group to present their portfolios and give feedback.  Reserve some time for students to apply feedback.
<b>Week 5</b>				
<b>Closing:</b> Groups present their portfolios to industry representatives and/or community members. <i>Final portfolios are due.</i>	<b>Closing:</b> Groups present their portfolios to industry representatives and/or community members.			
<b>STUDENT REFLECTION ACTIVITIES: How will students reflect on their work? Add reflection questions and/or activities here.</b>				
<p>After their final presentations, students individually answer the following questions:</p> <ul style="list-style-type: none"> <li>• What was your favorite part of the project? Your least favorite part? Why?</li> <li>• What would you do differently if you were to do this project again?</li> <li>• What are three things you learned through this project?</li> <li>• Moving forward, how can you continue to support SDG #8: Decent Work and Economic Growth?</li> </ul> <p>Students share ideas about continued action and commit to one small, specific thing they can do (e.g., educate friends and family about the issue, research the business practices of their favorite clothing store, find and support a small business run by members of a marginalized group, etc.).</p>				

Adapted from:

- “Sustainable Development Goals: Goal 8: Promote Inclusive and Sustainable Economic Growth, Employment, and Decent Work for All,” 2018, New York: The United Nations. Retrieved from [www.un.org/sustainabledevelopment/economic-growth/](http://www.un.org/sustainabledevelopment/economic-growth/)

- “Unit Planning Template” by the Southern Regional Education Board, n.d., Atlanta: Southern Regional Education Board.

Works Cited:

- The World Bank Group. (2016). *Workers in the informal economy*. Retrieved from <http://go.worldbank.org/1PVGLNWYCO>