

Service-Learning Certification Form

On Campus
 Off Campus

SECTION 1

Instructor(s):

Course: World History, US History, US Government, or Economics

Period(s) Participating

School:

Department: Social Studies

Grade Level(s): 10, 11, or 12

Project Name: Social Responsibility and the Global Garment Industry

Date Submitted:

Anticipated # of students:

SECTION 2 Project Description:

Students will learn about industrialization today, globalization, free trade zones, the fashion industry, sweatshops and child labor issues. After viewing a video documentary about a maquila in Central America, students will confront these issues in a classroom simulation: a U.S. clothing corporation must decide how profits and its own human rights policy will guide overseas operations. Students from seven different interest groups make recommendations to the corporation's vice president in an advisory board meeting about a subcontractor's use of child labor. Following the simulation, students will consider their own roles as teen consumers and/or workers and determine the issues they will produce action on. Some possible options include: identifying where consumers can buy socially responsible clothing, creating a corporate responsibility letter-writing campaign, launching a consumer awareness petition project, educating teen workers about their rights, surveying teen workers to assess.

SECTION 3 Community Need(s):

Consumer need an awareness about child labor issues, sweatshops, "free trade" policy. Teen workers need to know more about their rights.

SECTION 4 Community Partner(s):

Garment Worker Center, UNITE (Union of Needle and Industrial Trades Employees), Sweatshop Watch, Free The Children, National Labor Committee, UTLA/LAUSD Collective Bargaining Education Project.

SECTION 5 Student Voice

- Students create their own consumer or teen worker awareness campaign relevant to their peers and communities, or students decide what corporations to target letters about child labor issues.
- Students will decide what to accomplish, resources they need, create their own action plans and definitions of success.

SECTION 6 California Content/Skill Standard(s)

California History-Social Science Content Standards—

- Grade 11-- U.S. History, Standard 11.9 (on current U.S. foreign policy and trade agreements)
- Grade 12—Principles of American Democracy (U.S. Government), Standards 12.2 and 12.3 (on economic rights and civil society)
- Grade 12—Principles of Economics, Standards 12.1 to 12.6 (on economic concepts and reasoning, elements of the market system, role of the government, labor market, economic indicators, and international trade)

Language Arts

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

(OVER)

SECTION 7 Project Components:

1--Classroom case study/simulation: curriculum and demonstration lesson available from Linda Tubach, teacher for the UTLA/LAUSD Collective Bargaining Education Project. Call 213-386-3144 to schedule.
2--Produce action plan on child labor issues: identify goals, targets, and timeline. Support is available from the Collective Bargaining Education Project; also, a helpful how-to manual called Active Citizenship Today is available from the Constitutional Rights Foundation, 213-487-5590.
3--Identify community partners and resources.
4--Evaluate project success.

SECTION 8 Reflection Prompts

Students will write an essay answering one or more of the following questions:
What was the most meaningful part of this lesson to you?
What did you learn that is relevant to your life?
What did this remind you of that we have already studied?
Why are these problems important?
What can teens do about these issues? How are teen consumers/workers here connected to teens in other nations?

SECTION 9 Outcomes and Assessments:

In the classroom simulation/case study, students will decide the outcome--the production and marketing policies that will drive a fictional clothing corporation, and then compare to actual clothing companies. Teachers will be able to assess student performance through a structured sequence/portfolio of reading, writing and speaking assignments. Teachers may use pre-tests and post-tests on vocabulary and concepts. With teacher guidance, students will define the goals and measure the success of their action plans on selected issues. Outcomes could include a peer education program to raise consumer awareness about sweatshops, a corporate letter-writing campaign or boycott, etc.

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
- Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
- Locations will be accessible. When not available alternative sites will be sought.
- Each group member will have equal opportunities to make significant contributions to the project.
- Students with IEPs will be identified and individual needs will be addressed.

I agree to the above accommodations for diverse service learners. Initials _____

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ Date: _____
Teacher Signature

Approved: _____ Date: _____
Principal or designee Signature

Original to: _____APSCS **Copies to:** _____SIS Coordinator _____Teacher(s)