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HUMAN
RIGHTS**

SPEAK TRUTH TO POWER

**HUMAN RIGHTS
DEFENDERS WHO
ARE CHANGING
OUR WORLD**

FASHION AND CONSUMPTION

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UNIVERSAL DECLARATION OF HUMAN RIGHTS

- **ARTICLE 23.1:** right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
- **ARTICLE 25.1:** the right to a standard of living adequate for the health and well-being of himself and of his family, and the right to security in the event of unemployment or other lack of livelihood in circumstances beyond his control.

SUSTAINABLE DEVELOPMENT GOALS AND TARGETS

- **Industry, Innovation, and Infrastructure (9)**
 - **TARGET 4:** upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes

TIME REQUIREMENT 40–200 Minutes

GUIDING QUESTIONS

- What is an adequate standard of living? How does sustainable living encompass that?
- How do you see sustainability around you?
- How do you practice sustainable living in your everyday life?
- What do you think it means to have industry, innovation, and infrastructure?

OBJECTIVES

By the end of the lesson, students will:

- Have a better understanding of how the fast-fashion industry is harmful to the environment
- Alternative ways to purchase clothes and other merchandise and social responsibility
- How living an environmentally sustainable society is apart of an adequate standard of living
- How industry and infrastructure can directly affect them
- How students as a consumer can create change

CONCEPTS

- Sustainability
- Environmental
- Overconsumption
- overproduction

VOCABULARY

- Fair trade
- Innovation
- Infrastructure
- fast fashion
- Secondhand
- Textiles
- supply chain
- Business model

TECHNOLOGY REQUIRED

- Projector with sound
- Internet access

MATERIALS

- The true cost of fast fashion [video](#) (7min / the economist) as an additional resource
- Zara case study [worksheet](#)

ANTICIPATORY SET

- Students will have two word bubbles and write down what they think of when they hear the words: fast fashion, fair trade, sustainable industry, innovation, and infrastructure. Each group can either be assigned a word and come up with multiple words in their group or it can be done as a class
- Students will discuss the guided questions

STUDENT ACTIVITIES

ACTIVITY 1

- Students will make a t-chart with “Fast fashion” being on the left side and “fair trade” being on the right side.
 - Students will watch a [video](#) about Shein and the fast fashion industry
 - (9 min, source - DW)
 - Students will read the CNN article on the [15 best sustainable fashion brands](#) and choose one to read about their products
 - This can be done in pairs or a small group of 3
 - In the t-chart, the class should fill in information: about how it treats the environment, workers, prices, and other key things
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CULMINATING ACTIVITY

- Separate students into groups of 3-4
- Students will construct a “overconsumption” campaign to encourage people to be better consumers.
- Each group will come up with 1-5 easy things people can do to become better consumers
- Groups will have to find a way to visualize and showcase their campaigns. Students can use tools such as:
 - Canva to make an infographic
 - Mock instagram posts
 - Mock twitter thread
 - advertisement/infomercial

ACTIVITY 2

- Students will watch the video “Can fast fashion be eco friendly” [video](#) and learn about what Zara and H&M do to be more sustainable
- (source - 12 min/DW)
- Students will receive a handout on a case study about Zara and answer questions provided from a worksheet
- [Zara Fordham case study](#)
- Read the following sections: V.A, V.B, VI.C, VI.D, VI.E, VII.B, and VII.C.

BECOMING A DEFENDER

- Students will visit the International Labour Organization website and locate their Decent Work tab.
- The class should lead in a discussion on how working conditions relate to SDG 9 and consumption. Teachers should guide students through ideas on how because we over consume in areas like eating out more than cooking, waiting staff are worked longer hours and making below minimum wage
- Students should take action by writing a letter to either their favorite fashion brands or lawmakers demanding for just working conditions.