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Profit or Conscience – What influences our economic actions?

Teachers‘ handbook

The following Moodle course is based on the lesson plan “Gewinn oder Gewissen – Was beeinflusst unser wirtschaftliches Handeln ?” by Mag. Eibler Michaela. Initially designed for geography and economics lessons, the teaching package has been adapted for the EFL classroom (Upper Secondary Education). While some tasks, exercises and materials were directly taken from the original lesson plan, certain activities were modified to suit EFL learners in Upper Secondary Education.

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Context information

Duration of lesson	2-3 periods depending on the level of students
School level	Upper Secondary Education (suitable for 11 th grade and up)
Type of school	AHS/BHS
Assumptions	Language proficiency of students should be at least B1! Students should be familiar with the text type “Blog post”.
Curriculum reference	<p>The Austrian Curriculum for Upper Secondary Education lists areas of knowledge which should be addressed and implemented in the classroom throughout all different classes and subject.</p> <ul style="list-style-type: none"> ○ Students should gain knowledge and understanding of societal contexts particularly those related to political, economic, legal, social, ecological, cultural aspects. ○ Students should learn about tasks and working methods of social institutions and interest groups. <p><i>Teaching methods:</i></p> <ul style="list-style-type: none"> ○ Teachers should provide a variety of different forms of work. <p><i>(Rechtsinformationssystem des Bundes, 2024)</i></p>
Materials used	<p>Teacher:</p> <ul style="list-style-type: none"> ○ printouts of the mystery cards depending on the size of the class – students should form groups of 3-4 people (Tip: laminate the cards so that they can be used more than once) ○ electronic devices to check uploads of the required exercises <p>Students:</p> <ul style="list-style-type: none"> ○ electronical devices (either Tablet, Computer, Laptop) ○ headphones for the listening activity ○ access to the Moodle platform ○ either exercise book, electronical devices or online access (notebook), etc. to upload the results of the activities (screenshot, ideas, blog post, ...)

Lesson plan

The Moodle course “Profit and Conscience – What influences our economic actions?” was designed mainly as a self-learning course for students. The teacher will explain the procedure only at the beginning of the lesson.

<p>Instruction (~ 5 min)</p>	<p>Essential points to mention as a teacher:</p> <ul style="list-style-type: none"> ○ self-learning Moodle course (with detailed instruction, no need to ask the teacher only if help is necessary) ○ read instructions carefully to see if the exercise is an individual-, pair-, or groupwork ○ teacher needs to decide if they want to choose either 1), 2), OR 3) for all the activities – regarding how the exercises should be submitted; students will then know precisely how and where to submit their work!
<p>Preparation teacher:</p>	<p>Teacher: The teacher should place the cards required for the mystery methods on the teachers desk. Afterwards students can pick up the cards from the teachers desk.</p>
<p>Self-learning course</p>	<p>Exercises overview:</p> <ol style="list-style-type: none"> 1. Listening activity: imaginary journey about child labor as an introduction to the topic 2. Post-listening-activity: answering questions regarding the audio they have just heard 3. Mystery-Method: through the mystery-method, students should try to answer the question “Why is ten-year-old Rinara embroidering countless jackets for the next three years instead of going to school?” 4. Vocabulary exercise Quizlet: to practice the relevant word regarding this topic 5. Learning App game: learn about the difference between shareholders and stakeholders 6. Blog post: practice writing a blog post

Materials:

Transcript of “Imaginary journey”:

Imagine, you are living in a city in India. For several hours you have been crouching in the same place in the same bent posture working on clothes which are being sold to Europe. You continue embroidering clothes. 14 hours a day you add ornaments to various pieces of clothing. You are working just like other children next to you in a stinking cellar hole between piles of half-finished pieces of clothing. In addition, there are no chairs for you to sit or rest. Anil who is working next to you has fresh wounds on the back of his legs. Your supervisor sits on a chair by the entrance. He is a thin man who smells awful and usually holds a rod in his hand. Your boss is called Amal. Once a day he stops by to pick up the finished clothes. Your supervisor shows respect towards Amal. So do you. Thus, you still feel that Amal treats you well.

Yesterday an unknown men from a different company stopped by. Amal was also there. The strange men, Amal and the supervisor had a lively conversation. After that he asked Anil, the boy sitting next to you, about his age. “15”, Anil replied. You know that you lied right? The supervisor stood next to Anil while he tried to deny that he was beaten. “I really want to work here” Anil said. “If I work here, I have a place to sleep”.

Your back hurts from the bent posture. Sometimes you hear children playing outside. “It is my duty to work here” Anil explains to you. “You know my parents needed the money for other family members and sold me”. You also think about your mother. Missing her. Never would she sell you. However, she made sure that after working for three years for this company you’d earn enough money, to have the dowry for a good marriage.

The room where you are working stinks of feces and urine. The lavatory in the corridor is overflowed. The small window in the room has little daylight. If you are working late you are required to light a candle in order to continue working. “The children working here are no slaves but support their family” said Amal yesterday. They are also treated well. They receive food and can sleep here if they want to. Then the strange men disappeared again.

The supervisor tells you, that one of the boys working here ran away and is now in prison. On the door is a big padlock. When it’s time to eat you receive mashed potatoes and some curry served in dirty metal bowls. After eating you wash your hands and return to work. Your eyes burn and the etiquette which you are about to embroider onto the jacket says “170/176”.

“Imaginary journey” (sample answers):

- **In which type of company are you currently working?**

The story takes place in a clothing company. You and many other children are embroidering clothes for a living.

- **How are the working conditions in this company? Provide examples! (min. 3) ?**

→ poor and undignified working conditions

Examples:

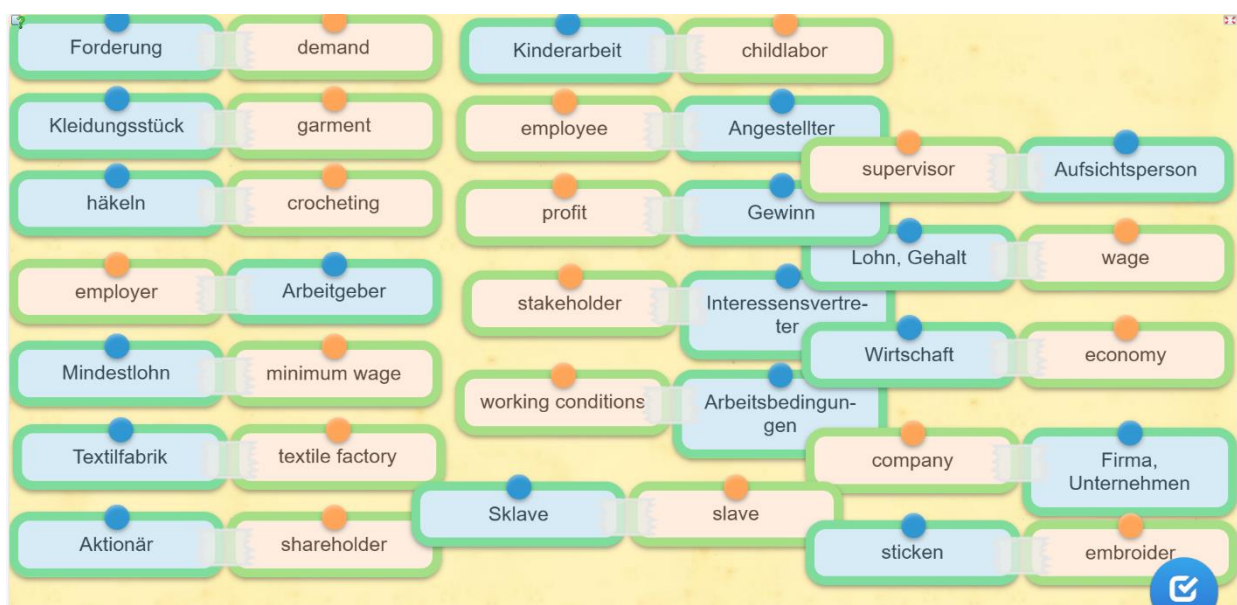
1. rooms stinks of feces and urine
2. lavatory in the corridor is overflowed
3. little daylight
4. food is served in dirty metal bowls
5. children work 14 hours a day
6. no chairs for people who work for this company

- **What are the mentioned reasons why Anil and you are working for this company?**

→ earn the dowry for a good marriage (sent by his mother)

→ family sold Anil since they needed the money for other family members

Profit and Conscience – LearningApp exercise:



Mystery-method explanation:

For the next task, students will work with the “Mystery” method to take a closer look at the connections between the topic of “child labor”.

Students should get together in groups of 3-4 people and pick up the cards from the teachers desk which they will need for the next activity.

The teacher needs to prepare the cards before the lesson (laminated the cards for multiple use).

The task for the students is that they should think about the following questions “Why is ten-year-old Rinara embroidering countless jackets for the next three years instead of going to school?”. By doing that they should arrange the cards in a sensible order which should help them to solve the posed question. They are allowed to put aside any cards that are not relevant to solving the key question.

It is important to note that students may have different solutions and arguments regarding the question.

The results of this activity should later on be presented in the classroom OR students upload an audio file explaining their solution. However, the teacher can decide when the presentation should take place (right after the mystery method OR when everyone is finished with the Moodle course OR at the end of a lesson). This can be decided by the teacher. Nevertheless, it is recommended that the results of the groups are presented directly one after another, otherwise the learning process will be interrupted too often.

Mystery-method cards:

Amal Sharma (30) is a small businessman in Chennai, a city in India. His business is specialized in embroidering clothes and adding application to clothing pieces. Thus, his company is responsible for one of many steps in the textile manufacturing. Amal receives the orders from a large textil factory. The large textil factory themselves receives pieces of clothing from another company and subcontracts the orders if they cannot keep up with production.



Rinara Kumar (10) lives with her mother Meena (26) and her three younger siblings in a hut in the Indian city of Chennai. The family doesn't have much money. It is just enough for a small bowl of stew with flatbread per day and some tea for everyone. In addition, the children cannot go to school.

Rinara's mother works from home for Amal. She embroiders patterns and beads on various items of clothing and attaches rivets and eyelets. The working hours are long and she receives only little money. She cannot manage the amount Amal demands. Amal threatens to fire her. This would drive her family to ruin.

Amal is a sub-sub-contractor: the embroidered garments are collected by a large embroidery company. The company is a contractual partner of the European fashion chain "Premarks" and delivers the finished garments.



Amal makes Meena an offer: Rinara should leave her mother and work for him on a permanent basis together with other children. She can sleep on the farm and receive hot meals. If she works well for three years, he will pay her dowry and Meena will continue to receive her wages.

For Amal, child labor is an important: "Child labor makes my profit possible. Most other textile companies in India also employ children in order to operate as profitably as possible. Besides, the family's income is based on the fact that the children also earn money. This helps everyone. Child labor is therefore extremely sensible."

Rinara's mother used to be a child laborer in a sewing shop, like her five siblings. She was sent to work by her parents, as the money was needed to feed the family. She never attended school. She has never completed none.

Rinara would like to go to school and then train as a car mechanic.

Adya also once worked for Amal. Her task was to check on the other women, collect goods and hand out embroidery hoops. Amal had put a lot of pressure on her to push the other women to work harder. However, she didn't want to do that.

Child labor is not an option for us!
Child labor and forced labor are still present in 2021. "We demand a supply chain law for Austria, which obliges companies like Premark to respect human rights along their international supply chains," says Omar, an activist from the Südwind association, which coordinates the Clean Clothes Campaign Austria

Rinara has never heard of "Premarks".

It's easy to get children to work. Amal has a very strict supervisor. He instructs him to hit the children on the legs with a rod if they dawdle, get distracted or resist.

Adya had asked the workers to unite and protest against the low wages. When Amal found out about this he beat her and immediately dismissed her.

Meena has to regularly take the finished goods to Amal and fetch new clothes.

Meena is desperate. Not even the dowry she can save up to offer Rinara a husband. And Meena knows how hard life is without a husband.

Amal knows how difficult it is for single mothers to scrape together the dowry. He therefore specifically employs women with lots of children as workers.

Meena doesn't think much of schooling. It is much more important for children to contribute to the family's income and to become independent. She also believes that marriage is the most important goal for a girl.

Amal has four children. He does not want his children to work. He wants them to go to school and vocational training to complete their education.

The biggest advantage is that it is much cheaper for Amal if he takes the children from their families and hiring them.

Rinara's mother shows Rinara's little sister Sunita (6) how to attach rivets and eyelets to a leather leather jacket.

When Amal realizes that workers talk about the working conditions, he terminates the working relationship with them.

Amal knows how skillfully children can attach the beads to items of clothing (without having to practice long).

If a worker does not meet Amal's expectations, he puts pressure on her: he gets loud, throws pieces of clothing in her face and threatens to pay her less. If she fails to meet his expectations again, he fires her.

The large embroidery company puts Amal under pressure: they should work faster and efficiency should be increased. A higher number of garments should be embroidered. If Amal is unable to deliver the quantity, the large company wants, the contract will be given to another sub-sub-contractor in Chennai.

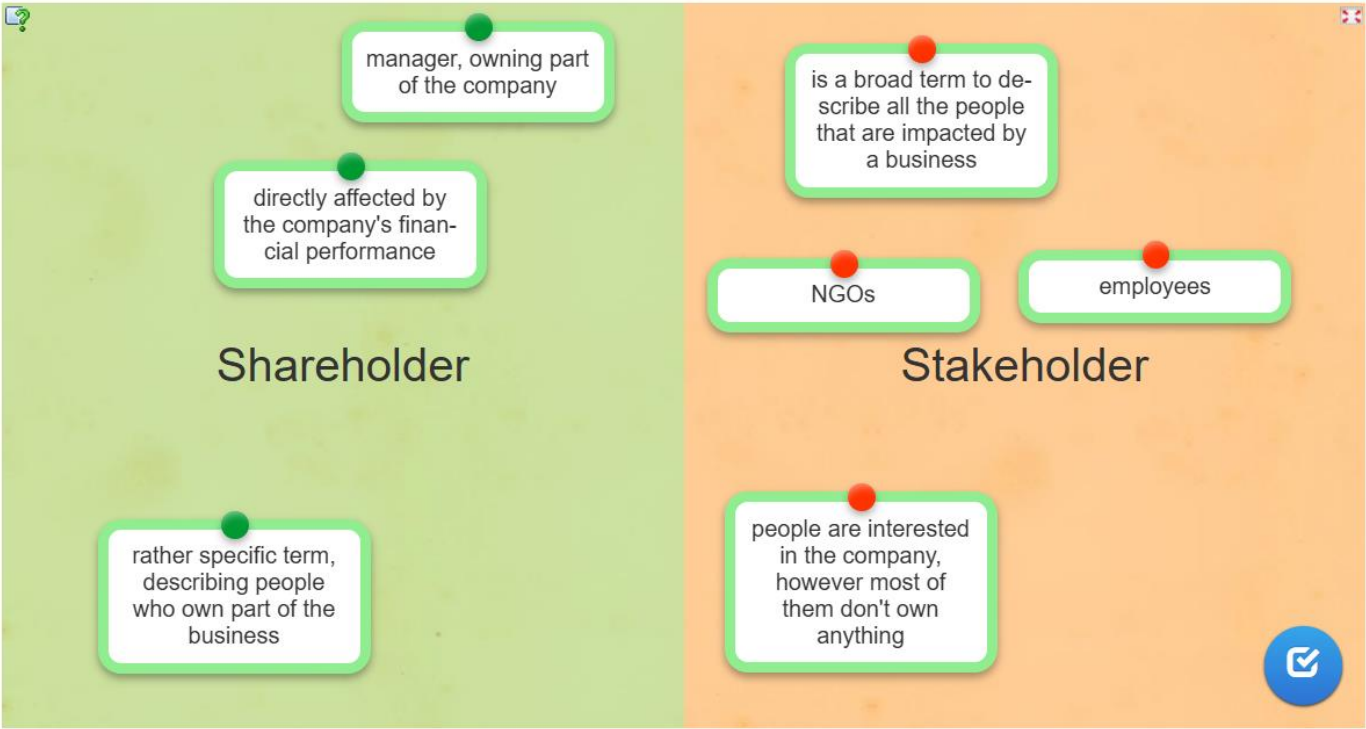


10 million children in India between the ages of five and 14 years of age are engaged in child labor, e.g. in agriculture, in mining, as domestic servants or in the textile industry.

FAIR WEAR



Shareholder & Stakeholder (solution):



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Mystery-Kärtchen:

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Mysterykärtchen Bild 2: <https://pixabay.com/de/photos/dharavi-mumbai-indien-slums-5616819/> (02.10.2022)

Mysterykärtchen Bild 3: canva.com (02.10.2022)

Mysterykärtchen Bild 4:

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