



Our Products' Journey

Going global – the garment industry

 13-16

 4 x 45 min.

 board/flip chart; buttons; dice; blank flashcards; smartphones/computer with internet access for students; mounting material (magnets / tape / push pins); moderation cards; sewing needles; blank note cards; colored A4 printing paper; pens; computer with internet access and attached projector; mobile phone or other recording device; writing utensils (as needed); white board; scraps of wool and fabric; computer workstations or mobile terminals; world map;

 T-shirts, jeans, and more - our wardrobe takes us on a journey through the global garment industry. Both the good and bad included.

 [Biology](#) [Communication](#) [Cosmopolitan issues](#) [Dialogue](#) [Diversity](#) [English](#) [Ethics/Religion](#) [Geography](#) [History](#) [IT](#)
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Introduction

Background information and didactical perspective

The majority of our clothing and footwear is produced in Asia, Latin America, Africa and Eastern Europe. Production is outsourced mainly because workers in other parts of the world are much cheaper and trade unions have little influence. As a result, basic human and labor rights are violated daily in the manufacture of our clothing. In order to be able to understand and reflect the correlations of their own consumer behavior, the global economy and the poor working conditions in the textile factories, students have to be introduced to the complex topic in a multi-perspective way. This module is intended to support teachers across disciplines in integrating this problem into teaching practice. Following the approach of student orientation, the learner's world of life and experience is the starting point of the learning process.

Learning outcomes

Competencies

Changing perspective; handling complexity; understanding diversity; making connections between local and global contexts;

Topics / National curriculum

Ability to exercise critical judgement on political processes and act in the political sphere; the economy; globalisation; diversity;

Lesson plan

Abbreviations:

- A** = Activity
- D** = Discussion
- GW** = Group work
- IW** = Individual work

- HW** = Homework
- PW** = Partnerwork
- PTS** = Previous Teacher's Study

- PO** = Pupils opinions
- PP** = Pupil's presentations
- TP** = Teacher's presentation

Lesson No 1 : Am I a Global Citizen?

As an introduction, students engage with products from their everyday lives as a means to the realization that they are also global citizens.

Phase	Content	Media, Material
Introduction (15 min.) A	<h2>Globalization Bingo</h2> <p>To get started, Students play “globalization bingo” through which they come to know and reflect on global interconnections and the influence of these connections on their own lives.</p> <h3>Objective</h3> <ul style="list-style-type: none">• Students are able to see, reflect on, and discuss global interconnections and their influence on the reality of one’s everyday life. <h3>Preparation</h3> <ul style="list-style-type: none">• 1 copy per student of the worksheet <i>Globalization Bingo</i>• If needed, 1 writing utensil per student <h3>Execution</h3> <p>Step 1 Pass out the worksheet “Globalization Bingo” and writing utensils, if needed, and explain the rules of the game: Students move around the room and ask each other questions (see the worksheet “Globalization Bingo”). If a person answers “yes” to a question, this person is to sign their name in the field where the question is printed. Whoever has collected at least nine (different) signatures in nine (different) fields can call out “BINGO”.</p> <p>Step 2 After most everyone has called out “BINGO”, have all students sit down on the floor in the form of a circle to reflect on the activity. Ask them, for example:</p> <ul style="list-style-type: none">○ Did you like this exercise?○ Was this exercise easy/difficult for you?○ Did you learn something new? If so, what? If not, why not?○ Did learn something interesting about someone else?○ Which question was answered “yes” the most often? Which question the least often?○ Are you surprised at how many things in your life have to do with globalization?	M1 Worksheet “Globalization Bingo” Additional material <ul style="list-style-type: none">• writing utensils (as needed)
Main section + discussion (30 min.) D PO TP A	<h2>Who Actually Made My T-Shirt?</h2> <p>Using the cards, Students take a look at the complexity of the international division of labor and the actors involved, determining how much individual actors earn from one piece of clothing.</p> <h3>Objective</h3> <ul style="list-style-type: none">• Students are able to describe the globalized process of garment production, as well as to assign stakeholders to individual production stages and to determine their corresponding profit share <h3>Preparation</h3> <ul style="list-style-type: none">• For each Students, 1 copy of the images <i>Global Products</i>, of the cards <i>Production Stages & Countries</i>, the <i>Stakeholders</i> cards, as well as the Info sheet <i>T-Shirt Price Break-Down</i>	M2 Images “Global products” M3 Cards “Production Stages and Countries” M4 Cards “Stakeholders” M5 Info sheet “T-Shirt Price Break-Down” Additional material <ul style="list-style-type: none">• world map

- Map of the world
- Mounting material (magnets, tape, push pins)

- mounting material (magnets / tape / push pins)

Execution

Step 1

Allow Students to guess in which country or region the most

- cotton (China)
- bananas (India)
- footballs (Pakistan)
- cacao beans (Ivory Coast)
- coffee beans (Brazil)
- leather products (India)

are produced. Mark these locations on the map with the images *Global Products* and mounting materials.

Step 2

Ask Students to look at the tag on one of the pieces of clothing they have on to see where it was manufactured (Made in xy). Place a magnet or something similar onto the map for each place named.

Step 3

Point to the image of cotton (*Global Products*) and ask Students if they can imagine how a T-shirt can be made from these fibers. Stick the cards *Production Stages & Countries* in any order on the board or lay these cards out on the floor.

The Students' task is to put these cards in order. Have Students look for those countries on the map in which individual stages of production occur. They can use a piece of wool or thread to mark the path from the first point to the last. Mention some of the problems associated with production: environmental problems caused by cotton cultivation, violation of the rights of factory workers, competition between big companies and much more (see "Subject Information" - complemented after completion).

Step 4

Have the Students match the individual steps within the production chain to the most important stakeholders (*Stakeholders*). Explain what a stakeholder is (info box *Stakeholders*). Some stages apply only to individual stakeholders, some to more than one interest group. Discuss what different wishes and goals these stakeholders might have. Which wishes and goals are compatible? Which stand to compete with one another?

Step 5

Following the example in the *T-Shirt Price Break-Down* info sheet, draw an empty table (without numbers) on the board. Students will then estimate which share of the 29 EUR sale price for a T-shirt falls to which interest group. Then fill in the table correctly.

Ask the following questions for reflection:

- Is this what you expected?
- Is this a fair split?
- What could be the reasons for this?

Lesson No 2 : Around the World of Garments

How and where is clothing made, and who makes it? This board game is all about capturing, hands-on, the many steps in garment production across the globe.

Phase	Content	Media, Material
Introduction (10 min.) TP	<h3>Around the World of Garments</h3> <h4>Objective</h4> <ul style="list-style-type: none">Students are able to analyze provided information, identify ecological and social challenges associated with the global garment industry, and explain this to a third party. <h4>Preparation</h4> <ul style="list-style-type: none">1 copy per group of the info booklet <i>Travel Guide</i> and the info sheet <i>Trip Invitation</i>1 copy per group of <i>Playing Cards</i> on colored paper and <i>Game Board</i>Preparation of the classroom for uninterrupted play in small groups <h4>Execution</h4> <ul style="list-style-type: none">Form groups of max. 5 Students. One member of each group assumes the role of the travel guide, the others assume the role of journalists. Provide each group with the info sheet <i>Trip Invitation</i> and explain the rules of the game (see the info booklet <i>Travel Guide</i>). The aim of the game is for Students to gather as much information as possible and to then, as journalists, inform an interested public about the challenges associated with the global garment industry. <p>Possible formats for this are:</p> <ul style="list-style-type: none">Plan a panel discussionWrite an articleCompose an invitation to a press conferenceCreate a press kitWrite a concept for a TV-documentary	M6 Info sheet "Travel Guide" M7 Info sheet "Trip Invitation" M8 Cards M9 Game board Additional material <ul style="list-style-type: none">colored A4 printing paperscraps of wool and fabricwriting utensils (as needed)sewing needles
Main section (40 min.) A	<ul style="list-style-type: none">Students play the game on their own, under the direction of the Travel Guide. If necessary, help the Travel Guide with their role.	
Homework (optional) (50 min.) HW	<ul style="list-style-type: none">Students complete their task (see "Possible Formats" under Step 1 as homework).	

Lesson No 3 : One End of the Production Chain: Production

Students engage with human rights and labor laws in the garment industry and reflect on their own professional wishes and goals.

Phase	Content	Media, Material
Introduction (15 min.) TP PO	<h2>Human Working Conditions</h2> <p>Labor law? What's that and what does it have to do with me and with garment workers in Asia? These are only some of the questions Students will be answering about labor laws.</p> <h3>Objective</h3> <ul style="list-style-type: none">• Students are able to assert their professional goals, name fundamental labor laws , and argue for their importance for themselves and for others. <h3>Preparation</h3> <ul style="list-style-type: none">• 1 copy of the <i>Labor Laws</i> cards• 1 copy per Students of the Info sheet "<i>Rights at Work</i>"• Mounting material (magnets/tape/push pins) <h3>Execution</h3> <p>Step 1 Make a circle with chairs and ask Students the following (some examples):</p> <ul style="list-style-type: none">◦ Has one of you had a job before (traineeship, at home or on a farm/at a hotel)? or would one of you like to work?◦ Under what sort of conditions would you like to work?◦ For whom and with whom would you like to work? <p>Step 2 Explain to the Students that they as employees have certain fundamental rights, which they should expect to be honored. Present to them the six rights represented by the <i>Labor Laws</i> cards. Pass around the info sheet <i>Rights at Work</i> and have the Students read this aloud. Spread the <i>Labor Laws</i> cards around the room. Ask Students to stand by the card with the law that they consider to be most important. Then, ask the following questions:</p> <ul style="list-style-type: none">◦ Which law is the most important, in your opinion, and why?◦ Are certain rights missing from these laws and did this surprise you?◦ Why do you think rights at work are important? <p>Step 3 Explain to the Students that they should switch to different cards, if they change their opinion in the course of the discussion. Ask, for example, why their opinion has changed. Once all Students have made their final card selection, emphasize that there are no right or wrong answers, as all rights are equally important. Point out to the group that employees in many countries are denied their rights. Students will come to know one example of this in the exercise "Kalpona Akter – a life story out of Bangladesh".</p>	<p>M10 Cards "Labor Laws"</p> <p>M11 Info sheet "Rights at Work"</p> <p>Additional material</p> <ul style="list-style-type: none">• mounting material (magnets / tape / push pins)

Discussion
(30 min.)

TP D

Kalpona Akter – a life story out of Bangladesh

The everyday reality of an individual garment worker in Bangladesh and original texts from international labor law: Students are provided with the tools to formulate what they would like to see changed.

Objective

- Students can describe the living situation of a garment worker in Asia, name original texts on international labor laws, and determine what they would like to see changed given this information.

Preparation

- Computer with internet connection and a projector to show the video “You can safely invest in Bangladesh” (9:25 min.)
- 1 copy of the Info sheet *International Labor Laws*
- Moderation cards

Execution

Step 1 Show the video [You can safely invest in Bangladesh](#)

Step 2 Have Students briefly provide feedback on the film:

- How did you like the film?
- How do you feel right now?
- What did you learn from this film?

Step 3

Explain to the Students that comprehensive international norms and regulations exist to protect workers, which are codified as national law in most countries (see the Info sheet *International Labor Laws*. Two examples for this are:

- The Universal Declaration of Human Rights
- The International Labour Organization’s (ILO) Fundamental Conventions, a specialized agency of the United Nations

Discuss with Students labor laws in theory and practice. To get started, you can have Students read aloud parts of the Info sheet *International Labor Laws*.

Step 4

As an opportunity for reflection, have Students complete the following sentence on the moderation cards:

- I wish for Kalpona that all workers in the garment industry... “

You might also put together a wishing tree for Kalpona with the Students’ responses.

M12

Info sheet “International Labor Laws”

Additional material

- smartphones/computer with internet access for students
- moderation cards

Lesson No 4 : The Other End of the Production Chain: Consumption

Students examine their own responsibility as global citizens and get to know alternative behaviors.

Phase	Content	Media, Material
Introduction (15 min.) A PO TP	<h2>Fashion Test</h2> <p>With the Fashion Test, Students examine their own consumer behavior and come to understand that everyone can practice conscious consumption of fashion – without engaging in finger-wagging.</p> <h3>Objective</h3> <ul style="list-style-type: none">• Students can determine their consumer behavior for themselves, compare with others, and examine for social and ecological aspects. <h3>Preparation</h3> <ul style="list-style-type: none">• 1 copy for each Students of the worksheet <i>Fashion Test</i> <h3>Execution</h3> <p>Step 1 Pass out the worksheet <i>Fashion Test</i> and have Students complete and interpret the results. If necessary, help with interpretation.</p> <p>Step 2 Record on the board how many Students belong to which “fashion type”.</p> <p>Step 3 Ask Students if they would identify with this fashion type (why or why not) and what sticks out to them about this type of consumption – Students can name positive or negative aspects. Emphasize that no fashion type is better or worse than the others and that all types can, in their own way, be consciously consumed.</p>	M13 Worksheet “Fashion Test”

Alternative Behaviors

From policy to me, the consumer, everyone can help make working conditions better. Students tackle how to do this in small groups.

Objective

- Students are able to talk about the potential influence of different stakeholders, put together concrete alternative behaviors, and provide reasons to support these behaviors.

Preparation

- 1 copy of the info sheet *Alternative Behaviors*
- Preparation of a table using the following template:
 - Policy
 - Brand-name company
 - Consumer
 - Workers' rights organization/NGO

Execution

Step 1 Form four groups. Give each group one of the cards from the info sheet *Alternative Behaviors*

Step 2 Each group reads their cards and comes up with at least two concrete ideas on how each of the stakeholders could improve working conditions along the production chain.

Step 3 Students present their ideas briefly to the group. Gather their ideas together on the board.

Step 4 Discuss these ideas in the group. It is important that every suggestion be taken seriously. Add to the alternative behaviors, if applicable.

Step 5 Close the module with a collective reflection round. Concentrate on reaching the personal level with the Students and on alternative behaviors and consumers.

M1 Worksheet “Globalization Bingo”

Has a friend who comes from a continent other than Europe...	Knows what “fair trade” means...
Is on Twitter, Facebook, or WhatsApp...	Speaks more than one language...
Only buys name-brand clothes...	Knows on which continent Bangladesh is located...
Drinks hot chocolate, chocolate milk, or coffee in the morning...	Wears second-hand clothing...
Has eaten a banana in the last two days...	Knows where their T-shirt is from...
Knows what a union is...	Knows in which three countries a majority of our clothing is produced...

M2 Images “Global products”

Cotton



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Bananas



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Football



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Cocoa beans



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Coffee beans



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Leather products



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M3 Cards “Production Stages and Countries”

Packaging + transport (always between production stages)	Cotton cultivation U.S. (plantations) or India (small-scale farmers)	Spinning Turkey
Weaving Taiwan	Sewing Bangladesh	Design, marketing Sweden
Sale Austria	Use worldwide	Waste management Ghana

M4 Cards “Stakeholders”

Stakeholder	Farmers
Workers	Factory owners
Name-brand companies	Shops and department stores
Customers	

Answers

- Farmers - Cotton cultivation
- Workers - Spinning, weaving, sewing
- Factory owners - Spinning, weaving, sewing
- Name-brand companies - Design, marketing
- Shops and department stores - Sale
- Customers - Use

The word stakeholder is made up of two parts: stake referring to a claim or interest and holder referring to the ownership or possession of something. Interest groups are all groups internal or external to a company that are either directly or indirectly affected by the activities of a company – whether in the present or in the future. Included in these groups are not only distributors, personnel, and employees, but also competitors, unions, and NGOs.

M5 Info sheet “T-Shirt Price Break-Down”

	% of sale price	Share of a T-shirt in €
Cotton cultivation : Farmers	12 %	3.40 €
Spinning, weaving, sewing : Workers	0.6 %	0.18 €
Spinning, weaving, sewing : Factory owners	4 %	1.15 €
Design, marketing : Name-brand companies	12 %	3.61 €
Sale : Shops and department stores	59 %	17.00 €
Misc. (intermediaries, transport, tariffs):	12.4 %	3.66 €
Total:	100%	29.00 €

M6 Info sheet “Travel Guide”

Dear travel guides,

Your task is to lead a team of journalists through the world of clothing. You will be able to answer their many questions, while keeping an eye on the rules!

This booklet will help you to focus on the total journey as you move along destinations.

Game rules

The journalists' task is to explore the world of clothing and to gather as much information as possible along the way. They must also answer quiz questions, make some rough guesses, and more. YOU have the answers! But there are some rules!

1. Begin at START. The person with the smallest shoe size goes first. If two or more people have the same shoe size, play “rock, paper, scissors” –the winner starts the game.
2. Players, going in a counterclockwise direction, roll the dice. And so the journalists begin their journey!
3. As soon as a player passes over a WHITE field with a given number (the player is not required to land directly on the field!), the Info sheet with the corresponding number is produced. If you should find a task on this piece of paper, complete it together!
4. If a player lands on a colored field (GREEN– YELLOW– ORANGE– PURPLE– BLUE), the player must answer a question. Do you know the answers?
 - The player must at least attempt to guess the answer, because if the player does NOT provide an answer, they must sit out the next round.
 - If the answer provided by the player is WRONG, nothing happens – you want to collect information for your reporting!
 - If the answer is CORRECT, the player is allowed to roll the dice again.
5. If a player lands on a RED field, they must complete the task with the corresponding number!
6. The aim of this journey is to be the first one to arrive at the textile market in Ghana.

Happy travels, good luck, and have fun!

Answers

Don't dare let the journalists cheat!

Green questions

- Question 1** Cotton, wool, linen, hemp, flax, silk; less important: kapok, jute (canvas), coconut, cambric grass fiber (ramie), sisal (rayon is not a natural fiber!)
- Question 2** Here, multinational companies can produce wares much more cheaply due to the following conditions: tax breaks and tax exemption –no tariffs –little to no labor and environmental restrictions – lower wages – unions more or less prohibited –infrastructure (roads, power etc.) often provided by the state at no cost
- Question 3** A living wage refers to the income that an individual or family in a given country would require in order to meet their basic needs, such as sufficient nutrition (food), shelter, transportation, clothing, education, and medical care.
- Question 4** 57
- Question 5** rayon, modal, acetate, spandex, cupro, polyester, polyamide, nylon, polyacrylic
- Question 6** Sweden
- Question 7** Berlin, New York City, Milan, London, Paris
- Question 8** -
- Question 9** -
- Question 10** 7.758 (2016)
- Question 11** Bangladesh
- Question 12** 1.500 (2016)

Yellow questions

- Question 1** 25
- Question 2** The world's largest producers of cotton are: 1. China, 2. U.S., 3. India, 4. Pakistan, 5. Uzbekistan, 6. Turkey. In total, they produce more than 75% of the world's cotton supply.
- Question 3** Cotton is cultivated on only 2.4% of land used for agriculture. Yet up to 20% of the pesticides deployed worldwide are used on this crop.
- Question 4** On average, 5,000 liters of water are consumed in the production of 1 kilogram of cotton. In Sudan, it is significantly more: For 1 kilogram of cotton, 29,000 liters are pumped from the Nile. The water table of the Aral Sea in Central Asia has sunk 14 meters as a result of the tons of water extracted for artificial (that is, organized by humans) irrigation.
- Question 5** 99.9% of cotton is sprayed up to 25 times with insecticide, herbicide, and fungicide. Once the cotton is machine-harvested, one more chemical is applied: defoliant.
- Question 6** Less than 0.5 %
- Question 7** In the course of pesticide spraying by plane, only about 50% of the chemical agents used land on the cotton fields. The other half fall nearby – winds are responsible. According to estimates, each year, there are 300,000 to 500,000 cases of poisoning by cotton-pesticides, resulting in 20,000 deaths, among them many children. These chemically synthetic pesticides also put stress on waterways and soil and endanger plants and animals.
- Question 8** -
- Question 9** 170 million people. That's about 3% of the global population, today 6.6 billion people (as of 2017).
- Question 10** About half of all textiles are made from cotton: 48%; 42% from synthetic fibers, 6% from cellulose, 4% from wool.
- Question 11** "In the cultivation of cotton, seven times as much poison is used as in the production of flax or linen."
- Question 12** No! Very often, 100% cotton is: 73% cotton, 2% polyacrylic, 8% dye, 14% urea-formaldehyde resin, 3% emollient, 0.3% brightener.

Orange questions

- Question 1** Only 10 per cent! The remaining chemicals end up in the wastewater.
- Question 2** Textiles are finished with dye and chemical treatment in order to exhibit certain characteristics, such as sheen, softness etc.
- Question 3** Every year, around 550,000 tons of dye is used to color textiles. That is about half of the dye produced worldwide!
- Question 4** Sumangali is found primarily in India. "Sumangali" means "happy wife". However, under this pretext, young girls are brought into the "work program" of textile factories and made to work under inhumane conditions for their future dowry.
- Question 5** Knitting is a technique through which thread is worked into fabric. Fleece and jersey are not knitted, for example.
- Question 6** One of the most famous machines is the loom.
- Question 7** -
- Question 8** 200-400
- Question 9** 90 %
- Question 10** 55 – that is approximately 11,000 liters of water.
- Question 11** Indigo
- Question 12** Jeans that have the so-called "worn look" were and continue to be sand blasted. As this process is very dangerous to one's health, other methods are increasingly being used.

Purple Questions

- Question 1** The average age is 22. The majority of women are between 18 and 28 years old.
- Question 2** A “maquila” is the term used for sewing factories in Latin America in which primarily young women work.
- Question 3** Personal identification, birth certificate, 4 current passport photos, blood test (i.e. pregnancy test) and lung intake, current background check, 3 letters of recommendation from individuals with address and telephone number
- Question 4** Textile workers’ compensation in Bangladesh is not at all transparent. The minimum wage is around 60 EUR per month; however, most textile workers earn only 40 EUR per month, sometimes more – depending on how much overtime they accumulate.
- Question 5** Rana Plaza was an eight-story building in Bangladesh where many textile factories were housed, in addition to banks. The building collapsed on 24 April 2013. Warnings from the textile workers leading up to the collapse about having discovered cracks in the walls were ignored. Even worse: In contrast to the bank employees, the textile workers were forced to keep working. 1,135 people were killed, over 2,000 injured. The Rana Plaza disaster is the largest such disaster in the history of the textile industry.
- Question 6** About 18 cents
- Question 7** No, many textile workers work from home in what is referred to as a “cottage industry” and earn a certain “fee” for each piece of clothing they make.
- Question 8** The workers work from home and are not paid per hour but per piece. Oftentimes, this means that children and the elderly help with production in order to earn more money for the entire family. The earnings are often still not enough to feed the family.
- Question 9** -
- Question 10** For example, Armed Angels, Bleed, and certain athletic brands such as Mammut, Vaude, and Jack Wolfskin.
- Question 11** The most important labels are the following three: Global Organic Textile Standard (GOTS), membership of the Fair Wear Foundation (FWF), and FAIRTRADE.



- Question 12** About 50%, i.e. half of their total earnings. The remaining half must be sufficient for housing, medical care, hygiene articles, school for the children, and savings for emergencies.

Blue questions

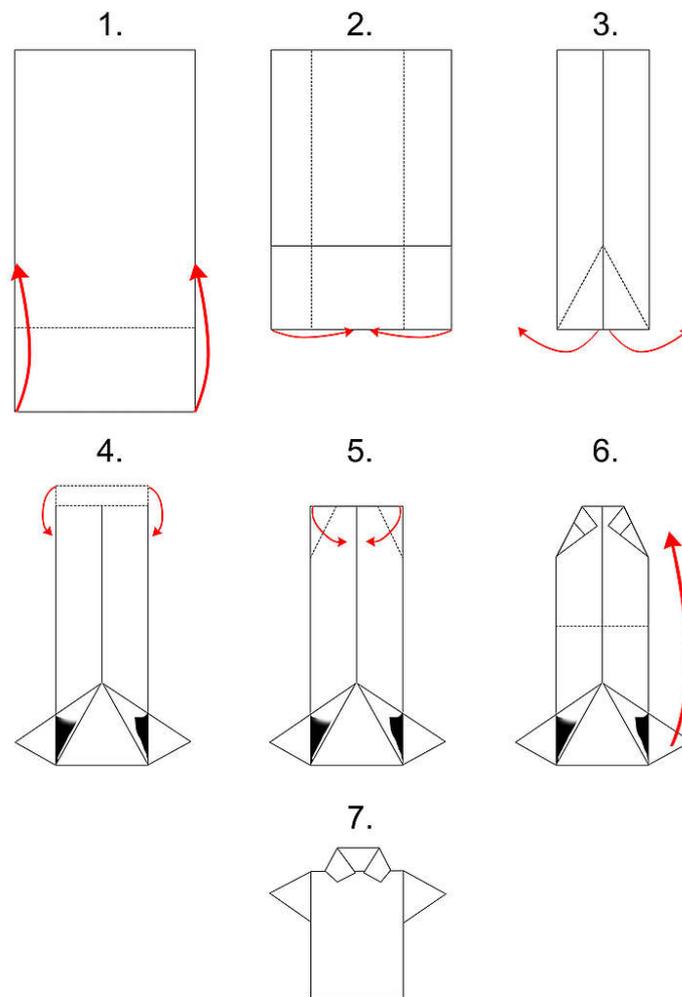
- Question 1** 15! That is 1.2 billion used articles of clothing per year in Germany or 400,000 tons! (Each kilogram is presumed to cover 3 articles of clothing.)
- Question 2** For example, reducing waste levels in Europe, financing (social) projects through the collection of used clothing (not the case with commercial collectors).
- Question 3** For example, because of lower prices for used clothing, domestic products are no longer purchased, and the African textile industry is weakened. Jobs are lost, and traditional fashion is supplanted/pushed out.
- Question 4** For example, clothing exchange with friends or family, clothing swap parties, second-hand shops, upcycling, recycling, and much more.
- Question 5** "Upcycling"
- Question 6** To produce one T-shirt, up to 20,000 liters of water is consumed.
- Question 7**
- U.S. 26 kg
 - Austria 17 kg
 - China 11 kg
 - Global average 7.7 kg
 - Colombia 3 kg
- Question 8** Buckhorn (plantain), bones, wood, or coconut shells are popular raw materials used in button production.
- Question 9** -
- Question 10** Used clothing can be referred to as "second hand"
- Question 11** -
- Question 12** -

Red tasks

1. 38-44 years
2. 1.3 billion
3. -
4. -

Directions for making a shirt from paper

Faltanleitung für ein Papierhemd



© <https://www.allesschule.at/vatertagsbasteln/>

M7 Info sheet “Trip Invitation”

Invitation to Join a Research Trip for Journalists:

“Through the World of Garments”

While the trend toward more ecologically and fairly produced fashion continues only to grow, shocking news of environmentally destructive forms of production and inhumane working conditions in the garment industry continue to make ever more headlines. What’s this all about?

As a journalist, you will have the opportunity over the next few days to get informed about the current situation on the ground.

Together, you will set off on a research trip through the world of garments and put together a picture for yourself of what you see.

This travel itinerary will bring you to India, passing over China and Southeast Asia, on to Latin America and Europe, reaching its final conclusion in Africa.

At the end of your journey, you will meet to discuss and consult with your colleagues about your experiences and how best to present the results of your research trip to the public.

Good luck and happy travels!

M8 Cards

Print on green paper!

Question 1

Name 3 natural fibers!

Question 2

What is a "free production zone"?

Question 3

What does a "living wage" mean?

Question 4

Take a guess! The legal minimum wage (EUR/month) in Bangladesh

is:

- 1) 142
- 2) 527
- 3) 57

Question 5

Name 3 natural fibers!

Question 6

Name a city in which a "Fashion Week" takes place!

Question 7

Which country does the company "H&M" come from?

Question 8

How much did you pay for your last article of clothing that you purchased yourself?

Question 9

"Made in..." is printed on the tag of your T-shirt – where does your shirt come from?

Question 10

How many thousand people work in the textile industry in Austria?

- 1) 15,985
- 2) 7,758
- 3) 4,249

Question 11

Which country has a higher percentage of women in the textile industry, Bangladesh or Austria?

Question 12

What is the minimum wage (EUR/month) in Austria for the textile industry according to collective bargaining agreements?

- 1) 1,500
- 2) 2,000
- 3) 1,250

Print on yellow paper!

Question 1

How many million tons of cotton are produced yearly?

- 1) 15
- 2) 25
- 3) 50

Question 2

Name 3 countries that belong to the largest cotton producers worldwide!

Question 3

What percentage of viable agricultural land is used for cotton cultivation?

- 1) 2,4 %
- 2) 16,7 %
- 3) 5,3 %

Question 4

How many liters of water are consumed in the production of 1 kg of cotton?

Question 5

How often is cotton sprayed with insecticide, herbicide, and fungicide each season?

- 1) 3 - 5
- 2) 10 - 15
- 3) 20 - 25

Question 6

What percentage of cotton worldwide is cultivated organically, without the use of toxic chemicals?

- 1) Less than 0.5 %
- 2) More than 5 %
- 3) Around 15 %

Question 7

In the case of large cultivation areas (e.g. in the U.S.), pesticide is applied by plane. What is one consequence of this form of pesticide dispersal?

Question 8

Find someone in your class who is wearing an article of clothing made from 100% cotton!

Question 9

How many million people in developing countries live directly from the production and processing of cotton?

- 1) 83
- 2) 114
- 3) 170

Question 10

Cotton fiber is worldwide the most important raw material for textiles.

What percentage of textiles are made from cotton?

- 1) 25 %
- 2) 48 %
- 3) 63 %

Question 11

Which statement is correct?

In the cultivation of cotton,

- 1) three times
- 2) seven times
- 3) nine times

as much pesticide is employed as with flax or linen cultivation.

Question 12

Is 100 % cotton really 100 % cotton?

Print on orange paper!

Question 1

What percentage of additives and finishing agents used in textile finishing remain on the clothing treated?

- 1) 10 %
- 2) 30 %
- 3) 60 %

Question 2

What does "textile finishing" mean?

Question 3

What percentage of the dyes produced worldwide each year are used to dye textiles?

- 1) 25 %
- 2) 50 %
- 3) 75 %

Question 4

Where can you find so-called "Sumangali"?

Question 5

What does "knitting" mean in garment production?

Question 6

With which machine is thread made from fabric?

Question 7

Find the care instructions in one of your articles of clothing! What do these symbols mean?

Question 8

How many different chemicals are used in textile finishing?

- 1) 10 - 20
- 2) 200 - 400
- 3) 800 - 1.000

Question 9

What percentage of chemicals end up in the wastewater in the textile finishing process?

- 1) 5 %
- 2) 60 %
- 3) 90 %

Question 10

How many bathtubs full of water are used in the production of one pair of jeans?

- 1) 14
- 2) 55
- 3) 140

Question 11

What is the dye called that is used mostly in BLUE textiles?

Question 12

Which article of clothing is often "sandblasted"?

Print on purple paper!

Question 1

How old are the women and girls on average who sew our clothes?

Question 2

What is a "maquila"?

- 1) An exotic fruit
- 2) A name for Spanish dancers
- 3) A name for textile factories in Latin America

Question 3

A woman who applies to work in a "maquila" needs seven different documents. Can you name some of these?

Question 4

How much does a textile worker earn in Bangladesh?

Question 5

What is "Rana Plaza"?

Question 6

How much does a textile worker in Bangladesh earn from a pair of jeans that costs 30 EUR? Some info: A textile worker earns 0.6% of the sale price of a pair of jeans!

Question 7

Do all textile workers work in factories?

Question 8

What does "cottage industry" mean?

Question 9

Find someone in your class who is wearing an article of clothing "made in Bangladesh".

Question 10

Do you know a brand that produces "fair" clothing?

Question 11

Do you know a label that means that this article of clothing was produced under "fair" conditions?

Question 12

What percentage of her wages must a textile worker in Asia spend on food?

- 1) 20 %
- 2) 50 %
- 3) 70 %

Print on blue paper!

Question 1

How many articles of clothing does a German give to a used clothing drive each year, on average?

- 1) 6
- 2) 10
- 3) 15
- 4) 19

Question 2

Most of the used clothing collected in Europe is sold to Africa. What are TWO arguments FOR the transport of used clothing to Africa? Discuss!

Question 3

Most of the used clothing collected in Europe is sold to Africa. What are TWO arguments AGAINST the transport of used clothing to Africa? Discuss!

Question 4

Name an alternative to used clothing collection!

Question 5

What do you call it when you "upgrade" old pieces of clothing?

Question 6

How many litres of water are required to produce one T-shirt?
1) 20 2) 200 3) 20.000

Question 7

Textile consumption worldwide (kg/person) – match the countries to the correct numbers:

- 1) U.S.; 2) Austria; 3) Colombia;
4) China; 5) Global average
a) 3; b) 7.7; c) 11; d) 17; e) 26

Some info: Textiles include clothing, carpets, and decorative fabrics

Question 8

Do you know which material USED TO be employed in button production?

Question 9

Look around your classroom for a second-hand clothing article!

Question 10

What does "second hand" mean?

Question 11

Find a "fair trade" label in your classroom.

Question 12

Can you find someone in your house whose clothing bears the "GOTS"-label?

Print on red paper!

1

It's not only just the U.S. and India who produce cotton –Uzbekistan does as well, for example. If you answer this question correctly, you may journey ahead to Uzbekistan! If you don't know the correct answer, you'll stay where you are.

Many people live from cotton plantations in Uzbekistan, but they pay for it with a significantly lower life expectancy. On average, an Uzbek will reach the age of 66.5 years. How long do Uzbeks from cotton-producing regions live? 38-44 years, 43-45 years, or 60-62 years?

2

India is one of the most populous countries in the world. If you answer this question correctly, you may journey ahead to India. If you answer this question wrong, you must go back 5 steps!

How many people live in India? (as of 2017)

- 1) 2.7 billion
- 2) 1.3 billion
- 3) 90 million

3

On the table, you'll find a piece of fabric, a sewing needle, a button, and some thread. Try to sew on the button. The game will keep going for the time being.

Were you able to sew on the button within one round? If so, jump ahead to El Salvador! If not, head back to China!

4

About 11,000 liters of water is required to produce one pair of jeans. Calculate your class's total water consumption! If you answer the question correctly, you may move ahead 3 fields. Ask your teacher if your result is correct!

Tip: Count the number of pairs of jeans in the class and multiply.

Print on white paper

1. Design

Most design studios are located in Europe and North America. Here, new collections are composed and production decisions made – which fabric, which color, how it will be produced, what this piece should cost etc.

2. Cotton cultivation

Most textiles are made from cotton. Cotton is largely cultivated on big plantations but also by small-scale farmers. It requires many chemicals to grow well.

3. Spinning

After cotton has been harvested, the stuff requires processing. It is then spun into fine yarn or wool. Before, spinning wheels were used. Today, the process is largely automated.

Your task: Twirl together a string from the scraps of cotton wool!

4. Weaving

The fine yarn or thick wool will now be worked into large balls of material. This material then undergoes weaving with the help of a loom. Yet there are many different methods for making fabric from yarn!

5. Textile finishing

In order to bring out special qualities in a fabric, it is treated with different chemicals. These fabrics become particularly soft, water-repellent, or wrinkle-free, as a result.

6. Sewing

After the finishing process, the fabrics are sewed into pieces of clothing. In the largest factories, this is done by piece-work. This means that each worker completes one small step, for example only one stitch, then passes the piece on to the next worker.

7. Completion

Buttons and care instructions are also sewed on in the factories. Pieces of clothing are packed and readied for transport, as well.

Your task: Each of you folds a shirt from paper, following the instructions of your travel guide!

8. Transport

Since most pieces of clothing are not consumed in the country where they are produced, they travel half-way around the world before ending up in a shop. Often, they go by plane or by cargo ship.

9. Production of buttons and notions

Special items, called notions (twists of yarn, buckles, pins, and zippers), that are needed for mass production are produced in Europe!

10. Production of pesticides and dyes

Even the chemicals needed in textile production are often produced in countries like Germany.

Your task: Come up with an advertising slogan for an environmentally friendly and fair brand!

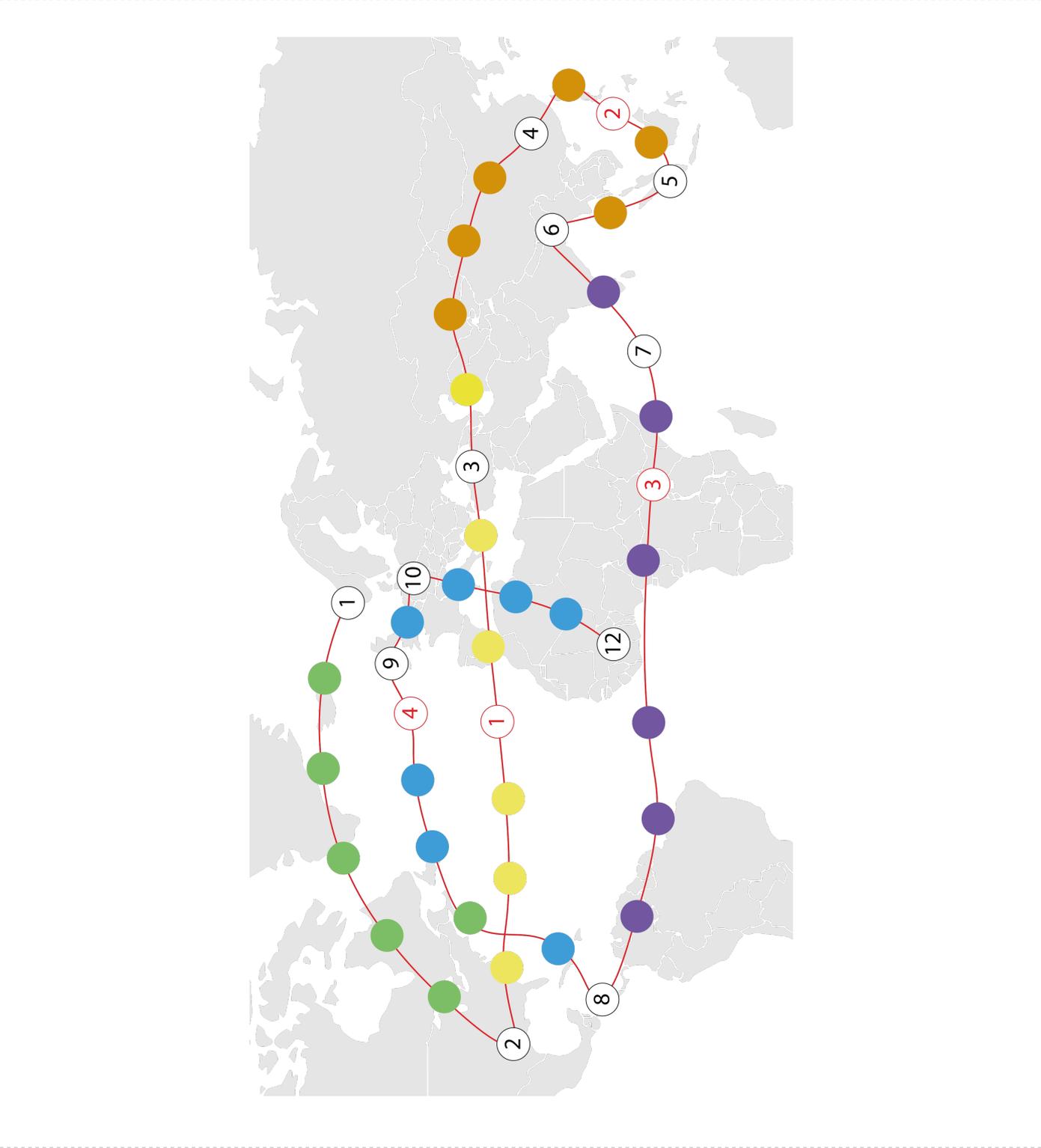
11. Consumption

After the items have made it to the shops, they are purchased by shop customers. A profit margin is added to the sale price. The workers involved in production earn about 0.6% of this final price.

12. Waste management

Many pieces of clothing are worn only for a time and are then discarded – most of the used clothing goes to Africa, to large textile markets. Everything that is not sold is recycled or burned.

M9 Game board



M10 Cards “Labor Laws”

Living wage

Working hours that are statutory and not unreasonably long

Safe and healthy working conditions

The right to not be discriminated against

Provision of an employment contract

The right to join a union

M11 Info sheet “Rights at Work”

Living wage

A living wage is a wage that a worker earns in the course of a regular 48-hour week and is one that meets the basic needs of the worker and their family. In addition to adequate nutrition, included in these basic needs are housing, transportation, clothing, education, medical care, as well as a small disposable income for unexpected emergencies. In many countries such as Bangladesh or Turkey, the minimum wage is far below the living wage.

Working hours that are statutory and not unreasonably long

One may not be forced to work more than is legally allowed. In Austria, working hours are determined in accordance with European regulations and national collective bargaining negotiations and lie around 38.5 hours per week for most workers. Overtime may not be regularly required by an employer, since every person has the right to a break.

Safe and healthy working conditions

Workers who work, for example, in factories with chemicals must be given protective clothing.

The right to not be discriminated against

No one may be discriminated against on the basis of age, religion, or gender.

Provision of an employment contract

An employment contract proves that one is entering into an employer-employee relationship with a given employer. It determines and manages responsibilities, work hours, and provisions such as (maternity, paternity, or other) leave, disability, paid vacation and much more.

The right to join a union

Workers may organize and join a union that acts on their behalf as a collective and independent voice in the workplace. As members of a union, workers have more power than they would as individuals. This power puts them in a better position to negotiate wages and working conditions.

M12 Info sheet “International Labor Laws”

Universal Declaration of Human Rights (1948)

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Source:

http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf; accessed: 10.09.2017

The International Labour Organization’s (ILO) Fundamental Conventions, a specialized agency of the United Nations (1948)

Article 5

Workers’ and employers’ organisations shall have the right to establish and join federations and confederations and any such organisation, federation or confederation shall have the right to affiliate with international organisations of workers and employers.

Source:

http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_095895.pdf; accessed: 10.09.2017

Universal Declaration of Human Rights (1948)

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Source:

http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf; accessed: 10.09.2017

ILO Fundamental Conventions, Convention 138 Minimum Age for Admission to Employment (1973)

Article 1

Each Member for which this Convention is in force undertakes to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

Source:

http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C138; accessed: 10.09.2017

Article 2.3

The minimum age specified in pursuance of paragraph 1 of this Article shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.

Source:

http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C138; accessed: 10.09.2017

M13 Worksheet "Fashion Test"

What fashion-type are you?

- How long do you wear a given article of clothing, on average?**
 - Until it's beat-up/too small.
 - Until everyone starts wearing it.
 - One to two years.
 - Until it's uncool/I don't like it anymore.
- What do you usually wear when you go out?**
 - get all dressed up (hair, make-up, clothes).
 - I do pay attention to what I'm wearing but don't spend too much time on it.
 - I surprise everyone with my flashy/striking outfit.
 - I don't do anything special.
- What describes you and your style the best?**
 - Casual and sporty (e.g. T-shirt & jeans).
 - Natural and sensible.
 - Trendy and flashy.
 - Colorful and daring.
- What would you try to save money on first, if you suddenly had less money to spend?**
 - On food.
 - On going out (movie theater, club etc.).
 - On shopping.
- You have 40 EUR to spend on a new T-shirt. What do you do?**
 - You buy a name-brand T-shirt.
 - You buy 2-3 fashionable T-shirts.
 - You buy an inexpensive T-shirt and spend the rest on something else.
- A friend tells you that your jacket is old-fashioned. What do you do?**
 - I stop wearing the jacket.
 - I try to come up with an excuse.
 - I really don't care.
 - Something like this wouldn't happen – I don't wear anything that's out of date.
- What about your favorite store do you like?**
 - It has the styles I'm looking for at affordable prices.
 - I always find the newest trends and most popular brands there.
 - It's just as unique as I am.
- What about your favorite store do you like?**
 - It has the styles I'm looking for at affordable prices.
 - I always find the newest trends and most popular brands there.
 - It's just as unique as I am.
- What is the right reason to go shopping for you?**
 - A new season of fashion has begun, and my winter wardrobe is moving further and further to the back of my closet.
 - Your favorite jeans are busted, and you are looking for a new pair.
 - You can always find a reason.
- Where do you find your style inspiration?**
 - From various fashion magazines or fashion blogs.
 - I just grab what I like while out browsing with friends.
 - I don't. I don't care what others think about my style.

Assessment

Strikingly colorful, sporty, or even romantically playful – on the topic of fashion, different spirits and tastes part ways. We think this is good! Style is for everyone, and no one should have to conform. We differentiate in our test between four fashion-types. Which type are you? Add up the points from your answers!

- | | |
|-------------------------------|-------------------------------|
| 1. a = 2, b = 3, c = 1, d = 0 | 6. a = 2, b = 1, c = 0, d = 3 |
| 2. a = 3, b = 2, c = 4, d = 1 | 7. a = 1, b = 2, c = 3 |
| 3. a = 2, b = 1, c = 3, d = 4 | 8. a = 2, b = 1, c = 3 |
| 4. a = 2, b = 1, c = 0 | 9. a = 2, b = 1, c = 0 |
| 5. a = 3, b = 2, c = 1 | |

So, what type are you?

The individualist (5-9 points)

As an individualist, you don't let others pull you away from your own style. You have liked your favorite outfit for years, and you wear it with pride. You would rather spend your time in ways other than long shopping trips. You tend only to go shopping when you really need something. Tip: To increase the lifespan of your favorite items, pull out that sewing or craft kit every now and again. Often, with just a few swipes of the hand, you can make something new out of something old. Many designers are already following the recycling trend – why can't you?

The pragmatist (10-15 points)

You feel most comfortable in jeans and a T-shirt. You don't participate in every trend, and you skillfully combine your favorite pieces with a nice scarf and other accessories - or you are more something of a sporty type. Tip: Especially for T-shirts and athletic wear, you can find a wide selection of fair and environmentally friendly products. At www.fairwear.org, you'll find many different brands that produce their clothing under fair working conditions - maybe you will even find your next long-lasting favorite. It's all about shopping with a clean conscience!

The fashion-conscious (16-20 points)

For you, fashion is fun! You are very well informed about the newest trends and are not afraid of sticking out. If someone wants to know what's "in", you are the right person to ask. Tip: The fashion trends of the past keep coming back. Who knows, maybe your next favorite outfit is just sitting in your parents' or grandparents' closet. Second-hand shops are also becoming increasingly popular - here, a chic vintage piece is surely waiting for you. Pulling those shoulder pads out and adding a few stitches often works wonders, so you can shine at your next party!

The trendsetter/fashionista (21-26 points)

What's in, what's out: You seem to know before anyone else. You set trends and are already wearing pieces from the next season. Fashion is not only important to you - you create fashion. Tip: You are not just a true eye-catcher but also a fashion-model for others. What about throwing a clothing swap party? You can swap clothes you no longer need with your best friends and find some new ones. This is surely a way to find that one must-have for the next trend.

M14 Info sheet “Alternative Behaviors”

POLICY

Policy creates the conditions in which name-brand companies and subcontractors operate. Politicians have a responsibility to the people they represent (worldwide). Politics influence labor laws and determine the rules of world trade.

NAME-BRAND COMPANY

The highest priority of a name-brand company is to turn a profit. The product itself and the brand’s image are the most important determining factors for the firm’s ability sell as many products possible for the highest possible price.

CONSUMER

The customer is king. A name-brand company’s earnings are dependent on the number of products it is able to sell. This is determined by its customers. They decide how many products and which products they want to buy; thus, they hold a certain power (consumer power).

WORKERS’ RIGHTS ORGANIZATION/NGO

They act as a mediator between the worker, the production facility or subcontractor, the name-brand company, and the political establishment.