

Textile Industry

Global Challenges and Opportunities

Foreword

Dear readers,

Clothing is a form of creativity and art, an expression of our individuality, and at the same time a product of one of the dirtiest industries in the world. The consumption of clothing has a direct impact on resources, the environment and the reality of life for thousands of people in the Global South – not least on the workers in the factories who sew, dye and sort clothes. In what way do we form part of this global interdependence? How can we make a difference?

„Textile Industry - Global Challenges and Opportunities“ is designed for workshops with children and adolescents in secondary schools and is aimed at interested multipliers as well as teachers. The participants deepen and broaden their knowledge about the fashion industry through a global approach. They reflect on problems and opportunities of the textile industry, question their own consumption patterns and develop possibilities for action that reach beyond the workshop. We encourage participants to adopt what they have learnt and to integrate it into their everyday life, thus sensitizing others and becoming active together.

The collection of methods is available not only in German but also in English to provide access for as many multipliers and participants as possible. Furthermore, workshops in the school context can be offered not only in Geography, Politics or Economics lessons, but also in English lessons. This material has been tested in different school forms, with participants of different ages, in workshops of different duration, in German and English, and has been revised with expert feedback from teachers. It offers a variety of exercises and methods that can be combined flexibly depending on the focus of the course. A sample schedule for a project day is provided at the end of the booklet. A vocabulary list and suggestions for bilingual workshops are also included.

Thank you very much for the cooperation and the important contributions of all those who have supported this project: members of the NETZ Working Group Education, office staff, multipliers, teachers and other interested parties. I hope you enjoy the workshops, discussions and activities. Let's get started!

Best regards,



Anna Cijevschi



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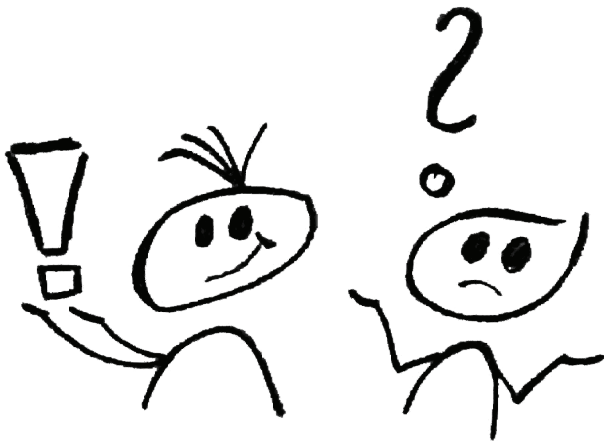
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Key



time needed for task



number of participants



material needed for task



language issues

🌀 **Remarks on bilingual workshops**

This material has been developed based on workshops in a grade 7 class of a German grammar school (Gymnasium) in Hesse. The class had bilingual lessons in some subjects, i.e. subjects like Geography, Politics and Economics were taught in English and German with a strong focus on English.

For a bilingual workshop, the group leader should keep in mind that the terms used are relevant in

both languages – English and German. In this booklet, notes on how to deal with language issues have been included where deemed necessary and marked with 🌀. A vocabulary list of possibly unfamiliar terms used during the workshop and other relevant terms can be found in the appendix (p.28). The terms on this list are marked in italics whenever used in the tasks.




We are NETZ e.V., a team in Bangladesh and Germany working for more justice in Bangladesh, India and worldwide for over 30 years. We stand up for equal rights, basic education, human rights and a self-determined life. NETZ works with the people who are most affected by climate change. By building social networks and contributing their knowledge and skills,


these people can make a significant impact in facing the challenges. NETZ supports them in building up social structures and sharing their knowledge - up to international levels. With our work in development education we inform about global connections and structures of injustice and motivate people to engage in solidarity for a fairer world - just as we do with this material!




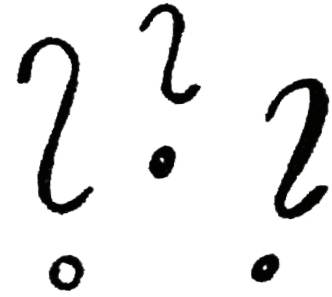
Getting started

Task A: “I do” - “I don’t”

 10 - 15 minutes

 10 +

 One sheet of paper with the words „I do“ and one with „I don’t“



Brief description and aims

This method introduces the participants to the topic of textile industry, encouraging them to become aware of their own patterns of consumption and actions. It also provides the group leader with an overview of the group, the participants' previous knowledge and experiences. This activity requires participants to move around in the classroom.

Procedure

Preparation

The group leader hangs the signs with the words „I do“ and „I don’t“ on two different, preferably opposite, walls. The group leader asks questions related to the textile industry which can be answered with „I do“ / „Yes“ or „I don’t“ / „No“. A list of possible questions can be found on p.6.

The activity

- The group leader reads out the questions one after the other.
- The participants answer by moving to one of the two signs.
- The group leader can ask the participants if anyone would like to comment on their choice.

Notes

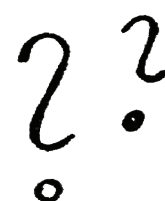
It is essential for this method that there are only two options to choose from - „I do“ and „I don’t“ - without intermediate placements. If you want to provide more possibilities for differentiation, you can, for example, give each participant one joker for intermediate placements. An opportunity for exchange can be created by giving the participants time to ask each other questions after they have chosen their positions (e.g. „Where did you donate clothes?“). Participants should not be made to feel obliged to share personal stories with the whole group.

Getting started

🌀 When reading out the questions, the group leader can include German translations for words that might be unclear, rephrase parts of the statements in German, or explain new concepts by giving examples in English. Ideas for how to do that are provided in italics in the list of possible questions. The vocabulary in italics can also be found in the vocabulary bank on p.28.

To include an element of English language learning, the group leader can create multiple signs so that the participants can select answers that match the questions and are grammatically correct. The signs could then say “I do” / “I don’t” (appropriate for questions 1-3, 8-9) and “I have” / “I haven’t” (appropriate for questions 4-7).

Possible Questions:



A) REDUCE

- 1) Who has clothes that he or she doesn't wear?
- 2) Who likes to go shopping?

B) REUSE

- 3) Who can sew simple things, for example, who can *stitch up a hole?* (*ein Loch zunähen*)
- 4) Who has passed on worn clothes before, for example, to siblings and friends?
- 5) Who has *donated clothes* before, for example to a social organisation? (*Kleidung spenden*)

C) RECYCLE


- 6) Who has heard of „*upcycling*“? (*upcycling means that you use things in a new way. For example, if you have a t-shirt that you don't wear anymore because it's too small, you can make a bag out of it.*)

D) PREVIOUS KNOWLEDGE


- 7) Who has seen a documentary about textile production?
- 8) Who knows how much money your T-Shirt/pullover/... cost?
- 9) Who knows how much money the *seamstress* got for making the t-shirt that you are wearing?
(*a seamstress is a person who works in a textile factory and sews clothes*)

Getting started

Task B: Global distribution and the world trip of my pair of jeans

 80 - 90 minutes

 10 - 30

 candies, large and small adhesive dots, factsheet (see appendix p.15), big world map, continent signs, text cards for „world trip of my jeans“ (1 set per group of 4), large poster with summary, magnets / masking tape



Brief description and aims

This exercise illustrates the unequal distribution of wealth on earth and the unequal role different countries play within the value chain of the textile industry. The participants estimate how many people live on which continent as a proportion of the total population and how much they own in proportion to the total assets on earth. They visualize the figures themselves by placing themselves on continent signs and by distributing sweets.

In the next step, they reconstruct where their own clothes come from and how far they have travelled before ending up in their wardrobe. Ideally, the participants leave markings (e.g. adhesive dots) on the map and keep the world map so they can hang it up in their classroom.

Procedure

Preparation

Part I'

A large world map is laid out in the middle of the room. The continent signs (North America, South America, Africa, Europe (incl. Russia), Asia and Australia/Oceania) are placed around the map, leaving enough space for the participants to stand around the signs. One candy is set aside for each participant.

Part II'

One or two small adhesive dots are set aside for each participant.

Part III'

For every 4 participants there is a set of text cards for the „world trip of my pair of jeans“

Getting started

(see appendix p.17 for a template; cut up and mix). For later evaluation on the blackboard, you will also need material to hang up the cards (magnets / masking tape), additional adhesive dots (preferably slightly larger and in a different colour than in Part I; marked with the numbers 1-11) and optionally a large printed poster for a summary (see appendix p.21 for a template).

The activity

Part I : Global distribution (20 min.)

- The participants stand around the map and look at it.
- The group leader explains that the aim is to discover who plays which role in the global textile industry and what our role is in it. To illustrate this more clearly, the group leader asks the participants to imagine that there are only as many people in the world as there are participants.
- The group leader asks the participants to stand around the continent signs on the floor in the way they think the **world population** is distributed. They are welcome to discuss.
- Once the participants have agreed on a result, the group leader writes down the number of participants per continent.
- Then, the group leader shares the correct numbers using the table on p.15.
- If there are too many or too few participants on one continent, they change their position accordingly.
- With the sweets, the same procedure is adopted:

The participants are now asked to estimate which continent has which share of **global wealth or income** and consequently how many sweets each continent will receive.

- When discussing the results, the group leader should point out that in the case of Asia, both the gross national product (GNP) of very rich countries such as Singapore as well as that of poorer countries is included.

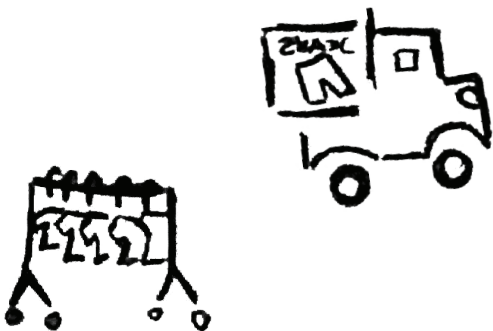


- The group leader asks for a brief **evaluation** of the method, e.g. by asking which results surprised the participants and what they expected.
- As a **transition** to the next part, the group leader can also ask the participants what they think about the distribution within the textile industry. Where are the production sites and where are the headquarters of the clothing companies? These questions are not yet to be resolved at this point.

Getting started

Part II : Made in... (10-15 min.)¹

- The group leader asks the participants to look for the tags in their clothes together with a partner. They check where one or two pieces of their clothing were made (depending on the number of participants and the time available).
- The participants mark the places of origin with small stickers on the world map.
- Then the group leader explains: If the labels say „Made in India“ or „Made in Italy“, it only means that the final production took place in that country. (p.8) The individual processing steps - from cotton production, spinning the threads, dyeing the fabrics and so on, to the final production - have been carried out in various places around the world.
- Here, the group leader can make a connection with Part I: What about the wealth and population in these countries? Why are the clothes we buy so cheap?



Part III: The world trip of my pair of jeans (40 - 45 min.)¹

- The participants are divided into groups of 4 (group size can be adapted depending on total number of participants).
- Each group receives the „World Trip of my Pair of Jeans“ text cards that have been cut out (see appendix p.17).
- The participants are asked to put the cards in the right order to trace the production process from the cotton field to the store (about 15 minutes).
- The overall evaluation and correction take place using the blackboard (approx. 15 min.). The group leader can include participant volunteers in this process. They mark the production steps on a world map using stickers to illustrate how complex and globalised the textile production is today: It is not unusual for an item of clothing to have travelled 20,000 - 50,000 kilometres before it reaches the store.
- Afterwards the participants can ask questions. Depending on their age and previous knowledge, the questions below can also be discussed (approx. 10 - 15 minutes). Hints can be found in the text cards (p.17). If necessary, the group

Getting started

leader supplements the participants' answers.

Possible questions

- When you think of the production of a garment, where are the biggest profits made? Where do environmental damage and human rights violations occur? Is this situation fair?
- In the past a large part of the textile production also took place in Europe. Can you guess why there has been a relocation of production sites?
- What made this relocation possible?



Possible answers

- Other countries are cheaper, have fewer labour laws, lower taxes and custom fees
- Political agreements have made it easier
- Means of communication have improved
- Transport is cheap
- Raw materials grow best in certain areas
- Know-how is available in a certain country
- International companies centralize everything

Here, the group leader can point out that due to ever faster fashion cycles, production is moving closer to Europe again, e.g. from China to Morocco or Romania. The following points may be discussed in more detail:

- Historical developments in the textile industry in Europe and worldwide
- Working conditions in the garment industry in Europe in the past

Notes

Part I

It is well worth using a world map that is „unfamiliar“ to the participants, e.g. in Gall-Peters Projection (e.g. <https://chat.engagement-global.de/downloads.html>) and addressing how the world is represented.

The group leader can ask, for example, whether the participants have ever seen such a map, what they notice about it, where certain countries are located, how big the countries and continents are, etc. It can also be noted that the maps known to the participants often reflect the Eurocentric view of the world (Europe is usually in the middle of the map and shown in large).



Getting started

Further information on historical developments in the textile industry

1. Five-part blog series on the evolution of the textile industry over time

From „Global Edge“ (2017)

- A short general overview of the textile industry from its very beginnings until today
- <https://globaledge.msu.edu/blog/post/54481/the-evolution-of-the-textile-industry-se>

2. Globalization Changes the Face of Textile, Clothing and Footwear Industries

From “International Labour Organization”

- Overview of the countries in which textiles are mainly produced, focusing on changes in distribution that have been taking place on a global level
- https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_008075/lang--en/index.htm

3. The Industrial Revolution: British Textile Industry

From „OER Services“ - History of Western Civilization II

- An overview of the developments of the textile industry in Great Britain from preindustrial times until the 20th century; includes key terms and key points
- <https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/textile-manufacturing/>

4. The Industrial Revolution: Labor Conditions

From „OER Services“ - History of Western Civilization II

- Background information on general working conditions during the Industrial Revolution; the textile industry is also mentioned; includes key terms and key points
- <https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/labor-conditions/>

5. Expensive garments manufactured in Eastern Europe's cheap labor factories

From „Deutsche Welle“

- A current overview of the working conditions in the textile industry in Eastern Europe, giving real-life examples (article)
- <https://bit.ly/39GfaDX>

6. Europe's Sweatshops

From „Clean Clothes Campaign“ and „Pay a living Wage“ (November 2017)

- A current analysis of working conditions in the textile industry in Eastern Europe (PowerPoint; can be used to deepen information given in the article above)
- <https://bit.ly/39FhFqD>

Getting started

How do we depict a three-dimensional sphere on a flat piece of paper? An ideal map would depict lengths, areas and angles correctly, but in reality, not all three dimensions can be considered simultaneously. When creating maps, there are always distortions. For many of us, the Mercator projection looks most familiar. However, on these maps, the northern hemisphere looks larger than it actually is because the equator is below the center of the map. In the Gall-Peters Projection, on the other hand, the contours of the countries and continents are distorted, but their size is correct.

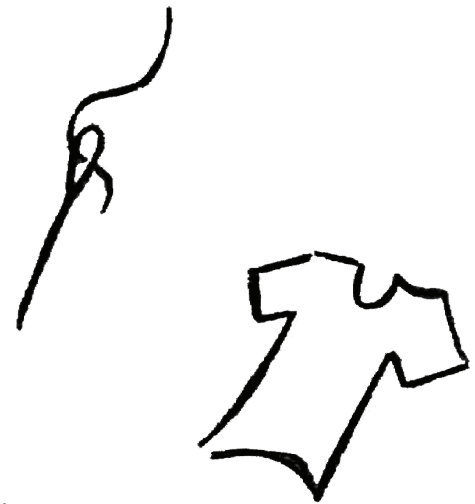
Part III¹

The world trip of the pair of jeans can be illustrated particularly vividly if the participants work with a pin board and pin needles instead of adhesive dots. The pin needles can be connected using a thread, showing the complex network in textile production. Then the length of the string can be measured and compared with the length of the equator, for example.

- 🌀 There are two versions for the text cards:
- On the text cards on pp.17-18, important vocabulary is marked in italics so participants can look up unknown words, if necessary, using the vocabulary list provided (annex on p.26).
 - On the text cards on pp. 19-20, translations for important terms are provided directly on the text cards.

Appendix:

- Six continent signs (p.13-14)
- Factsheet for the world distribution game (p.15-16)
- Text cards for „world trip of my jeans“ (two versions: one with vocabulary marked in italics and one with translations) (p.17-20)
- Large poster with summary (printing template) (p.21)



¹ Part II, Part III and the title of this task are based on the method „World journey of my jeans“ of the EU-funded project „Know Your Lifestyle: Sustainable Consumption in Second Chance Education“ from the booklet „Global Goods Production in der Textile Industry“, pp.18-19, available at http://www.knowyourlifestyle.eu/images/uploads/kyl_3_textiles_english.pdf (last accessed 18 April 2020). Discussion ideas and the text cards in the appendix are taken from there almost verbatim.

Appendix for world distribution game

Europe
(incl. Russia)

North America

Asia

Africa

**South America
(incl. Central
America +
Caribbean)**

**Ozeania +
Australia**

Factsheet for the world distribution game

Factsheet for the world distribution game

Translated and adapted from “Bildung trifft Entwicklung“

https://www.bildung-trifft-entwicklung.de/files/media/Dokumente/06_Materialien/1_Didaktische-Materialien/Wir-spielen-Welt_BtE_2018.pdf (last accessed 28 May 2020).

Figures for the world distribution game							
Geographical surface ⁱ	Europe without Russia*	North America	South Am., incl. Central Am. + Carib.	Asia	Africa	Australia + Oceania	Total
km ² in millions	6,19	19,82	20,43	47,22	32,66	8,01	134,33
In percent	4.6%	14.8%	15.2%	35.2%	24.3%	5.9%	100%

World population ⁱⁱ							
Continents	Population (2017) in millions	Percent	Number of participants				
			10	15	20	25	30
Europe incl. Russia*	745.00	9.89%	1	2	2	3	3
North America**	362.00	4.80%	0	1	1	1	1
South Am. (incl. Central Am. + Carib.)	643.00	8.53%	1	1	2	2	3
Asia	4,494.00	59.63%	6	9	12	15	18
Africa	1,250.00	16.59%	2	2	3	4	5
Australia + Oceania	42.00	0.56%	0	0	0	0	0
Total	7,536.00	100.00%					

Factsheet for the world distribution game

World income ⁱⁱⁱ							
Conti- nents	GNP	Percent	Number of participants				
			10	15	20	25	30
Europe incl. Russia*	20,204.840	25.3%	3	4	5	6	7
North America**	21,043.010	26.4%	2	4	5	7	8
South Am. (incl. Cen- tral Am. + Carib.)	5,591.731	7.0%	1	1	2	2	2
Asia	29,219.940	36.6%	4	6	7	9	11
Africa	2,191.623	2.7%	0	0	1	1	1
Australia + Oceania	1,614.342	2.0%	0	0	0	0	1
Total	79,865.49	100.00%					

Editors: Marian Henn (Bildung trifft Entwicklung) and Anna Engelhardt (Bildung trifft Entwicklung School Programme Berlin), June 2018

*For the geographical classification of the continents, Russia was counted as part of Asia, since two thirds of the country is located on the Asian continent. Due to the cultural, economic and historical ties between Russia and Europe and the fact that approximately 94 percent of the Russian population lives in the European part of the country, this categorization was not applied to the other indicators.

**Here, we ignored existing free trade agreements and close economic ties; thus, Mexico was not counted as part of North America, but as part of Central and South America. Apart from these exceptions, we have adhered to the geographical indications set by the United Nations.

i Surface distribution of the world regions - Factsheet of the World Bank, http://search.worldbank.org/quickview?name=Land+%3Cem%3Earea%3C%2Fem%3E+%28sq.+km%29&id=AG.LND.TOTL.K2&type=Indicators&cube_no=2&qterm=surface+area, 10 June 2015.

ii https://www.dsw.org/wp-content/uploads/2017/08/DSW-Datenreport_2017_web.pdf, 4 June 2018.

iii World DataBank, World Development Indicators, GNI Atlas method Current USD <http://databank.worldbank.org/data/home.aspx>, 8 June 2018.

Factsheet for the world distribution game

Text cards: World trip of my pair of jeans (vocabulary marked in italics)

The basic material and starting point for our jeans is cotton. Cotton grows mainly in tropical and subtropical regions of our earth. Cotton plants need a lot of sunshine, preferably constant temperatures between 18°C and 28°C and lots of water. The cotton of our pair of jeans was grown and *harvested* in Asia, more precisely in **India**.

In order to make fabric from the harvested cotton, first of all the *threads* have to be *spun*. This happens in *spinnings* - for example in **Turkey**. The *yarn* is produced with the help of expensive and modern machines. That is why this production step is often carried out in countries with the technical *know-how* and money.

The yarn is then processed into *denim fabric* in a weaving *mill* in **China**.

The next step is to *dye* the denim fabric to give it its blue colour. The *dyes* come from **Poland**.

However, the fabric is dyed in **Tunisia** (North Africa).

After *dyeing*, the fabric is *refined* (it is made soft or shiny). In our case, this is done in **Bulgaria**. Then, the *fabric* is sent on for cutting and *sewing*. In the country where the *sewing* takes place, all items (including *pattern*, *buttons*, *washing instructions*) must come together before *sewing*.

Factsheet for the world distribution game

The *pattern* for the jeans comes from the **USA** and is sent to the factory in Bangladesh quickly and easily via internet.

The *tags* with the *washing instructions* come from **France** and are also sent to Bangladesh.

Buttons are produced in **Italy** and sent to Bangladesh.

Next, the individual parts are *sewn* together. This is mainly done by young women and takes a lot of time. That is why this production step takes place mainly in countries where only very low wages are paid. In our case, it is **Bangladesh**.

The finished jeans are then brought to Europe by ship. Here, the labels are *sewn* in, the jeans are cleaned again, and then taken to a central *warehouse*. Finally, the jeans are taken to a shop in **Germany**. Now, the jeans are ready for sale.

Factsheet for the world distribution game

Text cards: World trip of my pair of jeans (including translations)

The basic material and starting point for our jeans is cotton. Cotton grows mainly in tropical and subtropical regions of our earth. Cotton plants need a lot of sunshine, preferably constant temperatures between between 18°C and 28°C and lots of water. The cotton of our jeans was grown and harvested¹ in Asia, more precisely in **India**.

¹ to harvest - ernten

In order to make fabric from the harvested cotton, first of all the threads¹ have to be spun². This happens in spinnings³ - for example in **Turkey**. The yarn⁴ is produced with the help of expensive and modern machines. That is why this production step is often carried out in countries with the technical know-how⁵ and money.

¹ Fäden

² to spin (span – spun) – spinnen

³ Spinnereien

⁴ Garn

⁵ (Fach-) Wissen

The yarn is then processed into denim¹ fabric² in a weaving mill³ in **China**.

¹ Jeans(-stoff)

² Stoff

³ Weberei

The next step is to dye¹ the denim fabric to give it its blue colour. The dyes² come from **Poland**.

¹ färben

² Farben (z.B. für Stoff)

However, the fabric is dyed in **Tunisia** (North Africa).

Factsheet for the world distribution game

After dyeing, the fabric is refined¹ (it is made soft or shiny). In our case, this is done in **Bulgaria**. Then, the fabric is sent on for cutting and sewing². In the country where the sewing takes place, all items (including pattern³, buttons⁴, washing instructions⁵) must come together before sewing.

¹ to refine – veredeln

² to sew [səʊ, soʊ] (sewed, sewed/sewn) – nähen

³ Muster (hier: Schnittmuster)

⁴ Knöpfe

⁵ Waschanleitung

The pattern for the jeans comes from the **USA** and is sent to the factory in Bangladesh quickly and easily via internet.

The tags¹ with the washing instructions come from **France** and are also sent to Bangladesh.

¹ Schildchen, Etikett

Buttons¹ are produced in **Italy** and sent to Bangladesh.

¹ Knöpfe

Next, the individual parts are sewn together. This is mainly done by young women and takes a lot of time. That is why this production step takes place mainly in countries where only very low wages¹ are paid. In our case, it is **Bangladesh**.

¹Löhne

The finished jeans are then brought to Europe by ship. Here, the labels are sewn in, the jeans are cleaned again, and then taken to a central warehouse¹. Finally, the jeans are taken to a shop in **Germany**. Now, the jeans are ready for sale.

¹Lager

Factsheet for the world distribution game

Poster

The world trip of my pair of jeans - an example

01. Cotton production: India
02. Spinning threads: Turkey
03. Processing yarn into fabric: China
04. Color for dyeing the fabric: Poland
05. Dyeing the fabric: Tunisia
06. Refining the fabric: Bulgaria
07. Pattern (via internet): USA
08. Tag with washing instructions: France
09. Buttons: Italy
10. Sewing together: Bangladesh
11. Sale in the shops: Germany

Topics

Task A: Fast Fashion Quiz

 15 - 20 minutes

 10+

 computer, projector, PowerPoint presentation (available for download)

The quiz is available for download online:
www.bangladesch.org/bildungsheft

Brief description and aims

The goal of this interactive quiz is to make the participants rethink and reevaluate their views on the topic of Fast Fashion and the textile industry. There are a number of questions of opinion and evaluation. Participants answer the questions by standing up or remaining seated.

Procedure

Preparation

While this exercise can be carried out with any seating arrangement, the most efficient way is to remove all tables and form a half circle with the chairs.

The activity

- The group leader explains the exercise to the group: The group leader reads out questions with two options for answering (A and B). The participants decide: If they agree with A, they stand up from their chairs. If they agree with B, they remain seated.
- The questions are read out one after the other, leaving enough time in between for all parti-

cipants to make their decisions and position themselves accordingly. After this, the group leader reveals the correct answer. Depending on how much time is left, more detailed information can be given and individual opinions can be discussed further.

- After the quiz, the participants have the possibility to ask further questions.

Notes

The duration of this task can be varied and adjusted by leaving out questions or approaching some of the topics in a more detailed manner. For consolidation, we encourage you to use the information found in the PowerPoint presentation used in Task B (p.23).




Topics

Task B: Fast Fashion and Bangladesh

 20 - 30 minutes

 unlimited

 computer, projector, internet connection, PowerPoint presentation (available for download)

The presentation is available for download online:

www.bangladesch.org/bildungsheft

Brief description and aims

This presentation offers a more specific and compact consolidation of the topic with a possibility to emphasize topics based on the individual focus of the workshop. It contains information on the following topics and uses interactive methods wherever possible:

- What is Fast Fashion?
- What are the working conditions of the seamstresses like?
- What exactly is a “living wage”?
- What are the effects of Fast Fashion? (exemplified by the Rana Plaza collapse)
- What actions have been taken since the Rana Plaza collapse?

The presentation is supplemented by animations, pictures, videos and possible discussion/reflection questions for the participants.

Procedure Preparation

Playing the videos that are linked in the presentation requires internet connection. Some background knowledge about the topic and current events is of advantage.

The activity

Depending on the focus of the workshop, the group leader shows all or a selection of slides while actively involving the participants in a dialogue. This dialogue becomes multimedial through the use of videos and animations.

Notes

This method is particularly suitable for participants of higher grades and/or participants familiar with the subject. Displaying calamities like Rana Plaza can trigger strong emotional reactions. Hence, it is strongly advised to approach the topic with sensitivity and tactfulness, and take the age of the participants into account when selecting which pictures to show.

Conclusion and transfer

Task C: Opportunities for action in Germany



80 minutes



5+



posters/flipcharts and flipchart material, internet devices and street maps (if applicable), informative material



🌀 Brief description and aims

After dealing with the problems and situations in the textile industry, the group focuses on finding positive ways of taking action. For this, the participants are divided into groups of 5 or 6. They can work on the following topics:

- a) planning a swap meet for their school
- b) researching alternative ways of consuming clothes in their hometown
- c) collecting creative ideas for a street protest demanding fairer practices in the fashion industry

After completing the task, the groups briefly present their results.

🌀 Procedure

Preparation

Every group has posters and markers.

For topic b), Internet access and (optionally) a street map are provided additionally.

For topic c), the group is handed informational leaflets and other materials (see below).

Before the workshop, the group leader should contact the person in charge (e.g. the teacher of the class) to make sure that the groups will be able to plan and realize their projects further, even after the workshop has ended. This is important especially for groups working on topics a) and c).



Conclusion and transfer

The activity

Part I: Gruppenarbeit Group Projects (approx. 60 min.)

- The participants form groups of 5 or 6 and discuss their ideas.
- They prepare a poster, schedule, map or another kind of visualization for their presentation.

a) Swap meet (planning)

The participants plan a swap meet for their school as a one-time event during which clothes are exchanged or a regular exchange platform (similar to an open bookshelf). They can make a To-Do list, divide tasks, set time limits etc. Especially with younger students, it is helpful to work with a person in charge (e.g. the teacher of the class) so that the participants can clarify practical issues.

b) Alternative ways of consuming clothes (research)

The members do research on alternative ways of buying and using textiles and clothing, looking for establishments in their hometown, such as:

- Thrift stores/second-hand shops
- Give-away shops
- Flea markets
- Repair-cafés
- Tailors/cobblers
- Charity collection bins

The participants can make a list with the basic information about the establishments and mark their locations on a street map to visualize their findings.

c) Creative street protest (collecting ideas)

The group thinks about ways to raise awareness about the problems in the textile industry and to initiate changes in Germany. They think about creative ways of protesting and collect their ideas on their posters.



Conclusion and transfer

These are some of the materials they can use for inspiration:

- “How to be a fashion revolutionary” by Fashion Revolution: https://www.fashionrevolution.org/wp-content/uploads/2015/11/Website_HTBAFR_Booklet_BCxFR_Print.pdf
- „Get Involved Pack – Citizens” by Fashion Revolution: https://issuu.com/fashionrevolution/docs/fr_2020_getinvolved_citizens_sing
- Ideas on how to get involved by Clean Clothes Campaign: <https://cleanclothes.org/action>

For a bilingual (English-German) workshop, please also consider the material listed in the German version of this booklet (p.24).

The participants can plan a big campaign (e.g. a flash mob, street art, social media campaigns), or one of a smaller scale (e.g. placing stickers or critical poems in changing rooms).

After brainstorming, the participants write down their favorite ideas on a flipchart/poster and think about which plans they would like to put into practice. The actual planning requires more time than is available during the workshop.

Part II: presentation (15–20 minutes)

Each group presents their results (approx. 5 minutes per group). If possible, they outline further steps that they are going to take to put their projects into practice after the workshop.

📖 Notes

Several groups can work on the same topics, especially on topic c) if there are more than 15-20 participants.



Schedule for workshops at schools

Example of a Project Day (4 hours)

Welcome	The group leader greets the participants and introduces themselves. If there is enough time, everyone can make a name tag. Afterwards, the group leader explains the schedule for the day.		10 min.
Getting started	Task B: global distribution and world trip of my pair of jeans Part I: Global distribution Part II: Made in... Part II: The world trip of my pair of jeans	p.7	80 min. 20 min. 15 min. 45 min.
Break			15 min.
Topics	Task A: Fast Fashion quiz	p.22	15 min.
	Task B: Fast Fashion and Bangladesh	p.23	20 min.
Break			15 min.
Conclusion and Transfer	Task C: Opportunities for Action in Germany Part I: Group work a) Swap meet b) Alternative ways of consuming clothes c) Creative street protest Part II: Presentations	p.24	75 min. 60 min. 15 min.
Feedback and goodbye	The group leader sums up the workshop and gives a feedback to the participants. They now have the opportunity to do the same by writing positive and negative feedback on notecards. At last, the group leader can distribute certificates of participation to the participants.		5 - 10 Min.

🌀 Important: Especially if the participants are learners of English, the group leader should make it clear that they can ask questions about unfamiliar words at any time. To make this easier, each participant can receive a notecard or a piece of paper in a specific colour which they can raise whenever something is unclear.

Appendix

The textile industry: Vocabulary

English	German
advertisement (n.)	Werbung
button (n.)	Knopf
cotton (n.)	Baumwolle
denim (n.)	Jeans(-stoff)
to donate	spenden
dye (n.)	Farbe (z.B. für Stoff)
to dye	färben
fabric (n.)	Stoff
garment (n.)	Kleidungsstück
Global North	Globaler Norden
Global South	Globaler Süden
to harvest	ernten
headquarter (n.)	Hauptsitz
know-how (n.)	Fachwissen
pattern (n.)	Muster (hier: Schnittmuster)
to refine	veredeln
seamstress (n.)	Näherin
to sew [səʊ, soʊ] (sewed, sewed/sewn)	nähen
to stitch up a hole	Ein Loch stopfen / zunähen
to spin (span – spun)	spinnen
spinning (n.)	Spinnerei
tag (n.)	Schildchen, Etikett
thread (n.)	Faden
wage (n.)	Lohn
warehouse (n.)	Lager
washing instruction (n.)	Waschanleitung
weaving mill (n.)	Weberei
yarn (n.)	Garn

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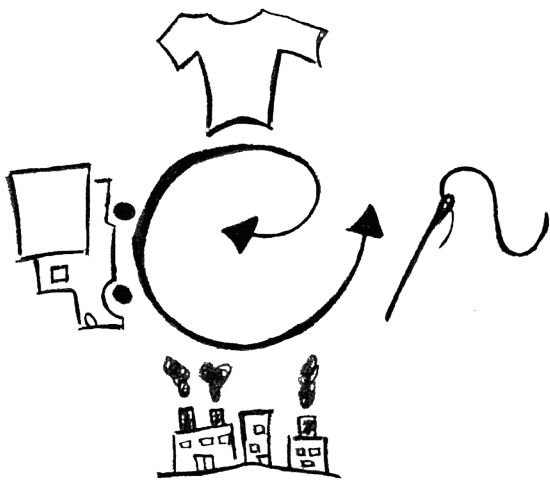
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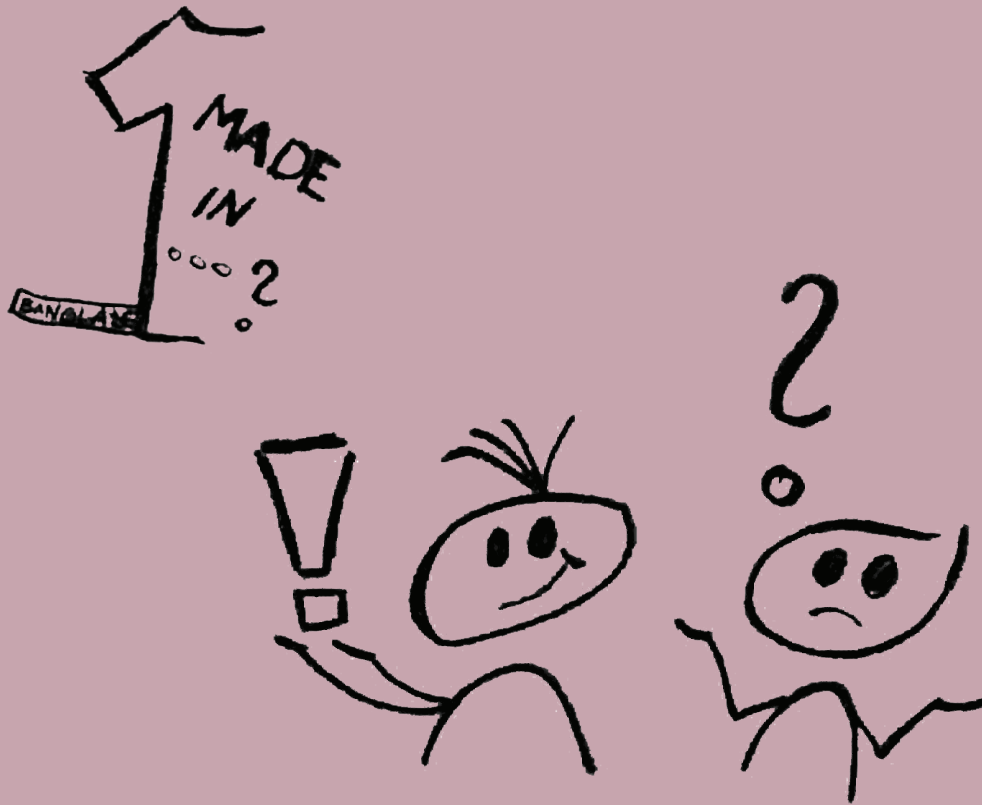
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Notes

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