

Cocoa resources - [www.globalexchange.org/fairtrade/cocoa/resources](http://www.globalexchange.org/fairtrade/cocoa/resources)

**Videos**

**BBC: Chocolate The Bitter Truth.** Reporter Paul Kenyon poses as a cocoa dealer to uncover the extent of child labour in the chocolate trade.

<http://www.bbc.co.uk/programmes/b00rqm4n>

**Miki Mistrati: The Dark Side of Chocolate.** The Dark Side of Chocolate is a 2010 documentary film about the exploitation and slave-trading of African children to harvest chocolate.

<http://www.thedarksideofchocolate.org>

**Miki Mistrati: The Shady Chocolate.** The Shady Chocolate is a documentary film where Miki Mistrati tries to find out if the chocolate industry speaks the truth, when they say that they provide education, medical care etc. for the children of the Ivory Coast.

<http://www.shady-chocolate.com>

**Statistics Used in Introduction Chapter:**

International Cocoa Organization (2012): *Quarterly bulletin of Cocoa Statistics, Volume XXXVIII No. 1, Cocoa Year 2011/12*

Tropical Commodity Coalition (2010): *Cocoa Barometer 2010*, p.3; Hütz-Adams, F/ Fountain, A.C. (2012): *Cocoa Barometer 2012*, p.3

Gilbert, Christopher (2008): *Value chain analysis and market power in commodity processing with application to the cocoa and coffee sectors*. In: *Commodity market review, 2007-2008*, pp.8

Chapter 4

Textiles



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## BACKGROUND INFORMATION - TEXTILES

When we are shopping for clothes, some of us look for convenience others decide on the look. Clothes are highly socially relevant: we continually bow to fashion trends and the saying „clothes make the man“ is still, unfortunately, relevant. But do we know where our clothes come from? Under what conditions are clothes made? Who earns how much with clothes?

International trade in textiles and garments goes back hundreds of years. Today, the garment industry is highly globalised and served by complex supply chains linking countries, workers and consumers all over the world. The world's consumers spend around 1 trillion US\$ a year buying clothes, with around one third of sales in the European Union, one third in North America and one quarter in Asia. The market in garments is dominated by an ever smaller number of big companies. These companies deal mainly with retailing, the lucrative side of the garment industry, while manufacture is sub-contracted across the world.

### Cotton production

The cotton plant belongs to the mallow family, hailing from the rainy and warm tropics of Asia, Africa and Latin America. The Mayas in Mexico and the Incas in Peru already cultivated the plant over 7000 years ago. Today, cotton is produced in more than 80 countries on all six continents of the world. The sophisticated plant requires frost-free warm weather, lots of sun and plenty of water to grow. Main producers are China (32%), India (23%) and the USA (12%).

The processing of cotton fibres into fabrics and clothing was invented in many parts of the world independently. Due to the good suction and durability of cotton, it is the most important natural fibre in the textile and clothing industry. The annual cotton harvest of about 25 million tons represents one third of the global textile fibre production and equals approximately, 60 billion T-Shirts.

Although cotton originally comes from the warm and humid tropics, it is now cultivated mainly in dry areas, because for the cotton harvest, rain is extremely unfavourable. However, the plant needs a lot of water. The cultivation of the cotton needed for a single T-shirt requires up to 2000 litres, or 10 bathtubs full of water. 60% of the cotton fields across the world depend on irrigation. That corresponds to about half of all irrigated land in the world. The warm climate and irrigated moist soil promote the spreading of disease and pests, such as whiteflies, aphids and the caterpillar capsule. To combat these large amounts of pests, pesticides are used. Cotton is sprayed with agricultural poisons of all types, 20 to 25 times per season. Although cotton is grown on only 2.5% of the world's available arable land, 16% of all insecticides are sprayed on cotton fields. More than half of all pesticides are used in India alone, the second largest cotton producer in the world, although it only takes up 5% of the world's agricultural land. No other agricultural cultivation requires that many plant poisons.

The massive use of plant toxins in the cotton fields destroys not only pests, but also many beneficial and important insects that increase soil fertility. In addition, the toxins contaminate many places like rivers, lakes and groundwater. In cotton growing areas, plant toxins can be detected in drinking water and in food and animal feed.

99% of the world's cotton farmers live in the Global South, farming less than two hectares of land. They often lack the necessary knowledge and equipment to protect themselves and their families from the hazardous pesticides. Three of the ten plant poisons used in cotton cultivation are most often classified by the World Health Organization (WHO) as high to extremely dangerous and seven as moderately hazardous.

### The garment industry – a global industry

The manufacturing of garments is a global industry. The global production shift has meant that

garments are frequently produced on the other side of the world to where the final product is sold, in another language and culture. The garment industry is a major employer across the world: in Asia for example over 15 million people are employed by the industry. Transactions often occur through a complex network of agents, sub-contractors and suppliers. So fragmented is this side of industry that even the companies which commission garment production do not always know exactly where and under what conditions their products are made.

The majority of the garment workforce is female. In many cases they may be young girls from rural villages who make the journey to the city to earn money for their families. They may also be mothers with dependent children.

The specific preference for women workers – and especially young women – is rooted in the fact that the most vulnerable are the easiest to exploit. Socially stigmatised and often deprived of the schooling their male colleagues have received, they are afraid to speak out about the difficulties they face inside and outside the workplace. Maternity leave, while granted in theory, is rare in practice. Long hours mean they finish work late at night, when they may face a dangerous walk home.

Most of the workers are not aware of their rights, and the management will not allow them to form a union in the factory. The climate of fear means that no one in these factories dares to form a trade union. "If anybody tries to form a union he will be dismissed from his job. We never tried to organise a union due to fear of losing our jobs. Workers are afraid of losing their jobs if the employer knows that they are involved in trade union activities", said Abdul, a worker in a Bangladeshi factory, which is producing garments for European retailers.

Poor wages are a major problem for garment workers all over the world. Governments set minimum wages very low to attract foreign investors. In many garment-exporting countries the minimum wage does not allow people to live with dignity. They need a living wage. A living wage means that the wage a worker earns in a standard working week is enough to provide for their own and their family's basic needs - including housing, education and healthcare as well as some discretionary income for when the unexpected happens. For many workers, the lack of a living wage means they must work long hours to earn overtime or bonuses and cannot risk refusing work due to unsafe working conditions or taking time off for ill health. "We force ourselves to work long hours because the salary is not enough to live on, especially because my parents are dependent on my salary as well" says Horn Vy, a 25 year old garment worker in Cambodia.

Low wages mean that workers often have to rely on loans just to make ends meet and have no savings to use if they find themselves out of work, due to illness, unexpected factory closure or if there is a disaster such as a building collapses or there is a fire.

Many garment factories lack basic safety. Millions of workers have no choice but to risk their lives in order to afford a decent life. On April 24, 2013, the Rana Plaza building in Dhaka, Bangladesh, which housed five garment factories, came crashing down, claiming 1.135 lives. Cracks had appeared in the wall the previous day, yet thousands of garment workers were forced to return to work in the factories housed on the upper floors.

The problems are illegal building construction; overcrowded factories; dangerous electrical systems and machinery; and the lack of fire-fighting equipment, emergency exits and training. These calls went largely unheeded by government and industry alike.

Since 1990 at least 2.200 Bangladeshi garment workers have been killed and thousands more injured in at least 300 safety incidents.

In recent years fashion designers have created new demand for blue jeans which comes with a pre-worn look. To meet this demand, the process of sandblasting was introduced as a cheap and easy way of 'distressing' jeans. Sandblasting involves firing abrasive sand onto denim under high pressure, whether in a machine booth or simply via an air gun attached to a hose. Often performed without proper ventilation, safety equipment or training, the practice exposes workers to serious risk of silicosis, the deadly lung disease caused by inhalation of silica dust. A young Chinese worker



observed: "In our department, it's full of jeans and black dust. The temperature on the shop floor is high. It is difficult to breathe. I feel like I'm working in a coal mine."

It is almost a decade since doctors in Turkey first raised the alarm about the threat of silicosis in the garment industry. In response to the growing number of deaths and illness among young denim workers in that country, the Turkish government introduced a national ban on sandblasting in 2009. The following year, over 40 major denim brands announced bans on the use of sandblasting in the production of their jeans. Yet the practice of sandblasting continues, now augmented by other harmful finishing techniques such as hand sanding or chemical spraying.

#### Fact-Box – Cotton

- Main cotton producers: China (32%), India (23%) and USA (12%)
- Annual cotton harvest: 25 million tons; 1/3 of global textile fibre production (= 60 billion T-Shirts)
- 1 Shirt needs ~ 2.000 litre water (= 10 bathtubs)
- Cotton is sprayed with agricultural poisons 20-25 times per season (16 % of all insecticides are sprayed on cotton fields!)
- 99 % of the world's cotton farmers live in the Global South & have no equipment to protect themselves from hazardous pesticides

#### Fact-Box – Garment industry

- Global industry – complex network of agents, sub-contractors and suppliers (companies do not always know exactly where and under what conditions their products are made)
- Major employer (e.g. Asia ~ 15 million people working in this industry) – most of the employees are young women
- Very bad working conditions: no maternity leave, long hours, not aware of worker's rights, no unions, repression by fear of losing the job, very poor wages (minimum wage in those countries are too low → no "living wage!"), lack safety standards (many workers die every year – see Rana Plaza), overcrowded factories; dangerous electrical systems and machinery, lack of fire-fighting equipment;
- Pre-worn look → sandblasting, hand sanding and chemical spraying exposes workers to serious risk of silicosis (= deadly lung disease)

## PART 1: EXPLORING ISSUES AROUND TEXTILE

### ACTIVITY 1: My Style My Responsibility

#### Overview

By walking around and asking questions the participants get to know each other and recognise global relations in their everyday lives (focus on: clothes).

#### Goals

- Get to know each other
- Overcome personal barriers
- Become conscious of global influences and connect to own experiences

**Time Requirements:** 15 – 20 minutes

**Room/Space Requirements:** Participants should

have enough space to walk around in the room.

**Group Size:** 10 – 30 people

**Age Group:** 12+

#### Materials Needed:

- Bingo sheets
- Pencils

#### Preparation:

Review the statements in the bingo sheet and check whether they are applicable for the group of participants. If some are not relevant, feel free to adapt them.

#### Instructions

**Step 1:** Hand the bingo sheets and the pencils/pens to the participants and ask them to gather as many signatures from the people in the group as possible.

**Step 2:** The participants walk around and ask others from the group to answer the questions on the bingo sheet. If the person can affirm the question, they sign the statement.

**Step 3:** The person who has at least ten out of 12 names on the sheet shouts out "BINGO".

#### Debriefing and Reflection

When all or most of the participants have made it to "Bingo", ask the group to sit down in a circle. Ask them if they liked the exercise and:

1. Was it hard to get the task done? Was it easy?
2. Did you learn something new and what?
3. Did you get interesting information about the other participants in the group? What was the most common statement? What was the rarest?
4. Were you surprised at how many things around you have something to do with globalisation?
5. What else could be added as a statement on the sheet?

#### Follow-Up

The exercise is a good appetiser and could easily be an introduction, followed by any of the exercises in this module.

#### Tips for the Facilitation

- The winner might be rewarded with a small prize for his/her efforts
- If the group size exceeds 20 people, the facilitator may demand 10 different names on the bingo sheets



Has got a Facebook/ Twitter/ Skype account ...	Wears second hand clothes ...	Knows, what a Trade Union is ...
Knows what fair trade means ...	Knows, what Sumangali means ...	Knows, how much a worker gets for the production of a pair of jeans ...
Has a friend from outside Europe...	Speaks more than one language ...	Knows the three countries, where our clothes are mainly produced ...
Knows to which continent Bangladesh belongs ...	Knows where his/her T-shirt comes from ...	Buys only clothes from "cool" labels ...

### ACTIVITY 2: FASHION BAROMETER: AGREE – DISAGREE

#### Overview

This exercise can be used in different stages of a project to work with young people on the topic of critical consumption and the challenges in the global garment industry. It focuses on the different positions of the participants according to pointed statements and enables a common thinking process.

#### Goals

- Start thinking of own attitudes about fashion and consumption
- Explore different opinions and attitudes about the topic within the group
- Raise some important issues in the discussion about fashion and consumption by using provocative worded statements

**Time Requirements:** 30 minutes – 45 minutes (depending on the number of statements you use)

**Room/Space Requirements:** The room should be big enough, so that the group can stand in a row next to each other.

**Group Size:** 5– 20 people

**Age Group:** 17+ (can also be adapted to younger participants, depending on the questions you choose)

#### Materials Needed:

- 1 paper reading "I agree"
- 1 paper reading "I disagree"

#### Preparation:

Think of polarizing statements connected to the fashion and garment industry. Try to find a good mix between local/global, personal/social, easy/serious, and political/economical dimensions.

Prepare the room, so that you have enough space for this exercise. Put two papers in two opposing corners of the room and make sure that there is enough space between them.

#### Instructions

Ask the participant to stand on the FASHION BAROMETER (the invisible line between "I agree" and "I disagree") according to their own opinion to the statements you read out loud.

#### Suggestions for statements:

*My clothes help me express my personality.*

*Garment workers in Bangladesh should feel happy to have a job.*

*Our generation is much more addicted to fashion than generations before.*

*To call for a boycott of clothes made in Asia is the only way to support workers' rights.*

*I am a fashion victim.*

*Workers unions have a bad influence on workers and just cause problems.*

*Fair trade clothes are too expensive for young people.*

After each question ask some of the participants to tell the group why they stand on this specific place between "I agree"/"I disagree".

**Note:** Important: just ask them, don't judge the answer! And try to avoid a discussion. This exercise is more about making different positions visible and not about direct discussion.



### Debriefing and Reflection

After the exercise you can ask the participants to sit down and start the feedback, using questions such as:

1. *Did you like this exercise?*
2. *Was it easy to decide where to position yourself?*
3. *Was it difficult to just listen to the others without answering spontaneously?*

### Follow-Up

The exercise can be repeated, either with the same topic or with a new one.

### Tips for the Facilitation

- It is highly recommended to choose very explicit, polarizing statements to have more diverse answers
- Try not to judge the answers – the answers of the group will display the diversity of opinions
- You can tell the participants that they can move and even change their position during the process of “explaining your opinion”

## PART 2: GETTING DEEPER

### ACTIVITY 1: Know Your Stuff: Simulation Exercise

#### Overview

Starting from a low-threshold exercise, participants become aware of the complexity and global interrelationships regarding an everyday product.

#### Goals

- Discover globalised production processes behind clothes
- Learn about uneven distribution of profit and power
- Become conscious of global influences and their relation to own experiences

**Time Requirements:** At least 45 minutes (depending on the group size)

**Room/Space Requirements:** Participants should have enough space to discuss and work in small groups

**Group Size:** 5 – 15 people; the exercise will get more complicated, the bigger the group is

**Age Group:** 17+ (probably also younger – depending on the group)

#### Materials Needed:

- Pins
- Cards with production stages
- Cards with stakeholders
- Pencils, scissors
- Spider-web (2 for every participant)
- T-Shirt or Jeans
- A piece of cotton or absorbent cotton
- World map (peters-projection<sup>6</sup>)
- Flipchart, Pin board (eventually)
- 

#### Preparation:

All the worksheets and the material needed should be prepared. The parts and steps could be written on a Flipchart to make the learning process clear right from the beginning.

### Instructions

#### Part 1: My favourite T-Shirt

**Step 1:** Ask the participants what clothes they like most (e.g. what is their favourite piece of their wardrobe) and which aspects govern their decisions (e.g. brand, fashion magazines, price, production conditions, friends clothing). Collect the answers on a Flipchart. Ask the participants afterwards if they know where their favourite piece was produced. Let them find the countries on the world map.

#### Part 2: Where do all the T-Shirts grow?

In this part, information regarding the commodity chain and key stakeholders are discussed.

**Step 1:** Show a t-shirt and a piece of cotton (or absorbent cotton) to the participants and ask them if they could imagine how the latter is transformed into a t-shirt.

**Step 2:** Use the cards with the single steps from the worksheet PRODUCTION STAGES for the discussion and ask the participants to find the correct order. Find the countries where the production stages take place on the map used in Part 1. You can use wool or another thread to show the journey from the natural resource to the customer. Name some problems linked to the production process: ecological problems connected to cotton growing, labour rights violations at the factories, competition amongst companies.

<sup>6</sup> The peters-projection is a world map that is an „equal-area“ projection. This shows sizes in proportion while sacrificing true shape.



**Step 3:** Now the main production steps are matched with key stakeholders. Use the cards from the worksheet STAKEHOLDERS. Some of the steps are condensed; others affect more than one stakeholder. Stick the cards to a pin board or spread them on the floor. Now point to the factors mentioned in Step 1 and discuss what needs and targets various stakeholders might have. Where do they fit, where are they competing?

**Step 4:** The participants guess which share of the retail price correspond to which stakeholder (see the worksheet COSTS BREAKDOWN). Subsequently they discuss: is it what they were expecting? Is it a fair distribution? What might the reasons be?

**Part 3: Your choice? Your interconnectedness...**

**Step 1:** Hand out 2 copies of the Worksheet SPIDERWEB to every participant. First they think of factors, which may influence them in their decisions, when buying/selecting new clothes. They can use the five stakeholders discussed in Part 2/Step 3, but there will be additional factors (friends, parents, fashion trends, own style...) too. This exercise is done by everyone independently. The participants can write down their own name in the centre of the spider web and the bigger the influence the closer the corresponding group/person should be mapped to the centre of the web. Every dot should be labelled too.

**Step 2:** Use the second spider-web for illustrating the influence everyone has on the various stakeholders. Again, those with bigger estimated influence are located closer to the centre, less influence at a greater distance.

**Step 3:** The spider-webs are discussed in small groups. What's different, what's similar? And: What's striking when the two worksheets are compared?

**Debriefing and Reflection**

Ask the group to sit down in a circle after the exercise. Ask them if they liked the exercise and:

1. Did you learn anything new and what? What was most surprising?
2. Did you know that so many people and so much transportation are necessary for your clothing?
3. If you think of the commodity chain: Do you think it's similar to those of food/electronics ... and other products?
4. Do you think it is possible to produce clothes in your own country as well? What would be different and what would have to change?
5. If you are going to buy/get new clothes: do you think this exercise will influence you?

**Follow-Up**

The exercise could be used as an introduction. Insights gained here may constitute substantial preparatory work for subsequent activities of this module. Especially Part 3 may lead to specific ideas or actions.

**Tips for the Facilitation**

- This exercise requires quite an active facilitation and its outcome depends heavily on the discussions in the group
- Be well prepared for questions on the topics

**WORKSHEETS**

**Production stages:**

Packaging + transportation (always in between the production stages!)
cotton growing
spinning
weaving
sewing
design, marketing
selling
use
disposal



**Production countries:**

Packaging + transportation	always in between the production stages – by big container ships, trucks, airplanes
cotton growing (plantation/small farmers)	USA (plantation) or India (small farmers)
Spinning	Turkey
Weaving	Taiwan
Sewing	Bangladesh
design, marketing	Sweden
Selling	Austria
Use	your country
disposal (“second hand”)	Ghana

**Stakeholders:**

cotton growing: <b>farmers</b>
spinning, weaving, sewing: <b>workers</b>
spinning, weaving, sewing: <b>factory owner</b>
design, marketing: <b>branded company</b>
selling: <b>shops</b>
use: <b>customer</b>



**Costs breakdown:**

	% des Verkaufspreises	Anteil an einem T-Shirt in €
Cotton growing: <b>farmers</b>	12 %	3,40 €
Spinning, weaving, sewing: <b>workers</b>	0,6 %	0,18 €
Spinning, weaving, sewing: <b>factory owner</b>	4 %	1,15 €
Design, marketing: <b>branded company</b>	12 %	3,61 €
Selling: <b>shops</b>	59 %	17,00 € (including wages)
<b>Rest</b> (intermediates, transportation, duty)	12,4 %	3,66 €
<b>Total</b>	100 %	29,00 €

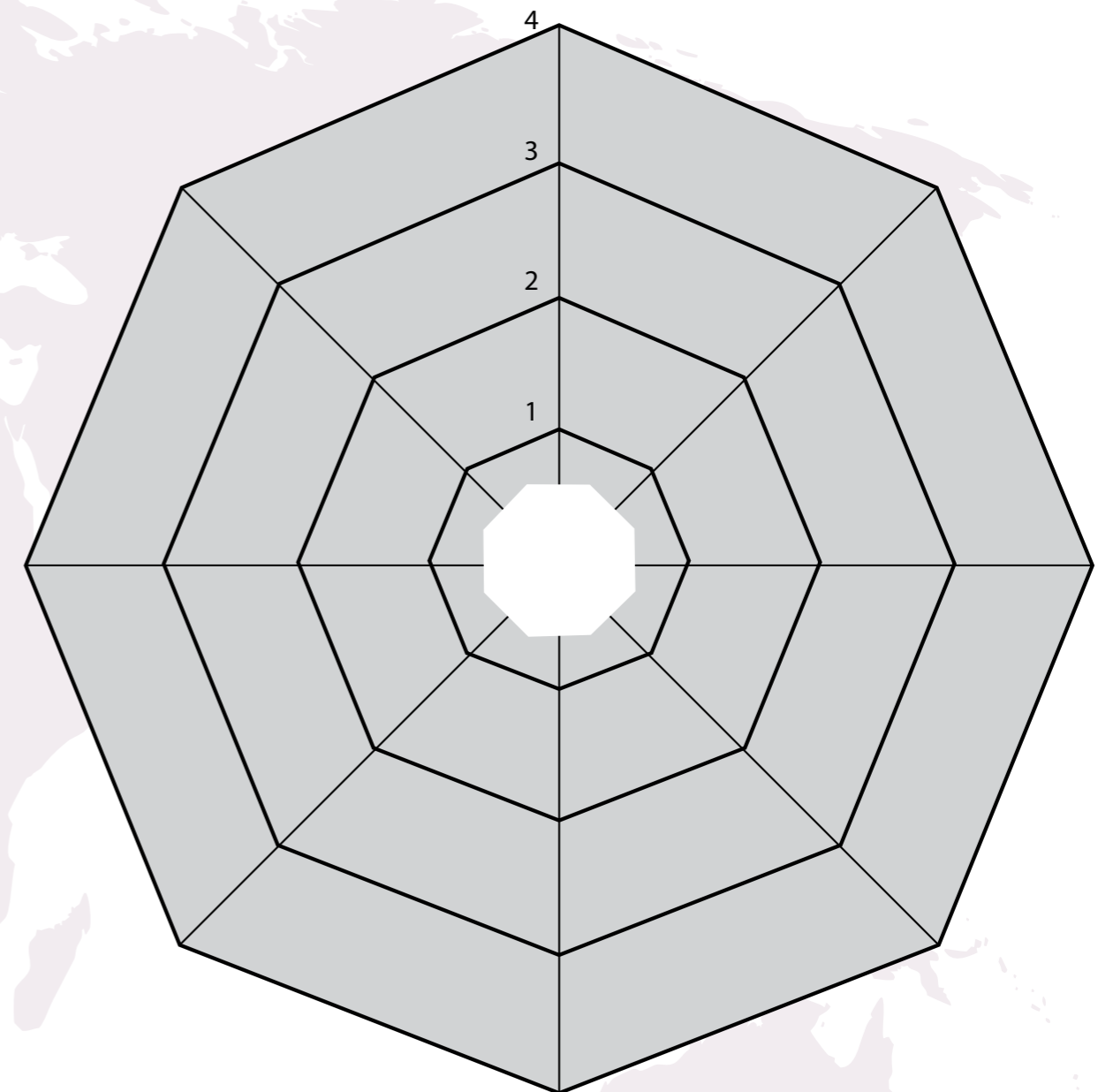
Source:

[http://cleanclothes.at/media/common/uploads/download/factsheet-zum-existenzlohn/Fact\\_Sheet\\_Existenzlohn.pdf](http://cleanclothes.at/media/common/uploads/download/factsheet-zum-existenzlohn/Fact_Sheet_Existenzlohn.pdf)

and

<http://www.fairwear.org/ul/cms/fck-uploaded/documents/policydocs/ClimbingtheLadderReport.pdf>

**Spider web:**





## ACTIVITY 2: Global Quiz: A Clothing Quiz

### Overview

This exercise invites young people through competition and fun to gain more knowledge of the interdependence of our consumer habits in Europe and the international garment industry.

### Goals

- Gain knowledge of different aspects of the international garment industry and its challenges
- Raise some important issues in the discussion about fashion and consumption
- Approach crucial topics of Global Education in a playful way

**Time Requirements:** 60 minutes (depending on the amount of questions you use)

**Room/Space Requirements:** The room should be big enough that all participants can sit for 60 minutes.

**Group Size:** 6 - 20 people

**Age Group:** 12-17 years (can also be adapted for older participants depending on the questions you choose)

### Materials Needed:

- LCD Projector, Laptop, PPP with questions
- Flipchart and pens to write down the total points
- 4 cards (A, B, C, D) per group
- Prize for the winners

### Preparation:

Ask one of your colleagues to assist you during the quiz show. Prepare the room that you have enough space for this exercise. Put the chairs in a way that the members of one group of players can sit together (depends on the amount of players). Prepare the laptop and projector including the questions and 4 possible answers (per question.)

### Instructions

**Step 1:** Ask the participants to build groups of 3, 4, 5 etc. (depending on the number of participants) and find a name for the group that is connected to the topic of fashion (e.g. the "Nikes", "No Consumption", "Fair Trade", "H&M", "blue jeans" etc.)

**Step 2:** Hand out the 4 quiz cards per group and tell them that they have to hold up the right answer (A, B, C, D) after each question.

**Step 3:** Start your quiz by using the presentation on the computer. Examples and links for the questions can be found below. Your colleague/assistant writes down the number of the points every group gets per round.

**Step 4:** At the end you count the points and nominate the winner(s).

Suggestions for quiz questions:

Question	Answers
What is the main material your Jeans is made of?	<b>A cotton</b> B wool C synthetic fibre D linen
In which countries are the majority of our clothes produced?	A Germany, Austria and Switzerland B Italy, France and Portugal C USA, Canada and Australia <b>D Bangladesh, China and Cambodia</b>
How do we call organizations of workers that fight for their labour rights in Europe and in other countries?	A NGOs <b>B unions</b> C cliques D webs
How much money does H&M earn (= revenue/sales) in one year? <sup>7</sup>	A About 250 billion Euro <b>B About 17,5 billion Euro</b> C About 150 000 thousand Euro D About 1,3 billion Euro
What is the name of a movement in Europe that tries to re-use different materials and products by themselves?	A Everything-alone movement (EA movement) B Yes-we-can movement (YWC movement) C Why-the-fuck-not movement (WTTFN movement) <b>D Do-it-yourself movement (DIY movement)</b>
What groups of young people in Europe do commonly criticize fashion labels and conventional consumption?	A hippies and skater B punks and skater <b>C hippies and punks</b> D emos and skater
How many kilos of old clothes per person per year end up in the trash in Germany and Austria? <sup>8</sup>	A 30 kilos per person/per year B 4 kilos per person/per year C 45 kilos per person/per year <b>D 15 kilos per person/per year</b>
What is a new trend among young people to re-use old clothes?	<b>A organizing clothes swap parties</b> B doing online shopping C throwing clothes into the trash D passing their old clothes to their younger sisters and brothers
How much water is needed to produce one single T-Shirt?	A 5 litres B 100 litres C 500 litres <b>D 2000 litres</b>

7. Source: <http://www.handelsdaten.de/themen/326/hennes-und-mauritz/>; 2013 → sales ~ € 17,5 billions!

8. Source: [www.wearfair.at](http://www.wearfair.at)



### Variations

You can ask also the participants to prepare some questions for the quiz.

### Debriefing and Reflection

After this exercise you can ask the participants to sit down and give a feedback to the method. The following questions could be asked:

1. How did you like this quiz?
2. Have you heard something new?

### Follow-Up

The exercise can be repeated, either with the same or with another topic. It can be also used at the end of a project to find out about the facts the participants remember.

Try to use the gained information for further activities, projects etc. in your youth centres, or with your youth group.

### Tips for the Facilitation

- It is recommended that the facilitator takes the role of the quiz-master to motivate the participants
- Try to find prizes for the winners that are sustainable or/and connected to the topic of textiles (e.g. a voucher for a fair trade shop close to your Youth Centre, fair trade chocolate, a movie connected to the topic, a voucher for a workshop on printing your own T-shirt etc.)
- Try to find questions that are not too "preachy" and find a good mix between local/global, personal/social, easy/serious, political/economical dimensions

## ACTIVITY3: PRODUCTION LINE: A SIMULATION EXERCISE

### Overview

This simulation exercise should help young people to experience a production line and empathise with the "pressure" on workers in the textile industry.

### Goals

- Experience the nature of a production line in the form of a game
- Explore the nature of unfair working conditions

**Time Requirements:** 30 minutes

**Room/Space Requirements:** The room should be big enough; a row of tables and chairs

**Group Size:** 10-20 participants, variations are possible

**Age Group:** 12+

### Materials Needed:

- Paper
- Scissors
- Pencils
- Rulers

### Preparation:

Prepare the tables in a row.

Prepare all materials.

You could give out numbers, so that the role in the production line is decided by chance.

When the order is decided, the learners should take a seat in that order.

### Instructions

**Step 1:** The workshop leader explains the concept of a production line and explains briefly the meaning of individual tasks (cutting, sewing-together, sewing on buttons etc.). He/she explains what will happen in the exercise and under what conditions it will take place. One to three supervisors should be nominated as well.

**Step 2:** Every participant will receive a specific task and a number in the production line. The direction of the production line should be made clear.

**Step 3:** When the facilitator claps their hands, the production line starts. The facilitator and the supervisors should pressure the workers to hurry.

**Step 4:** The facilitator decides when the exercise ends. The exercise should not last too long, but at least about 5-10 minutes.

### Debriefing and Reflection

Ask the group to sit down in a circle. For debriefing the guiding questions could be:

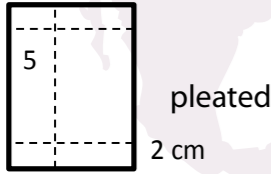
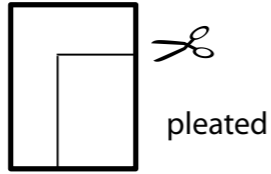
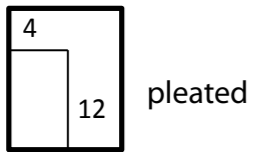
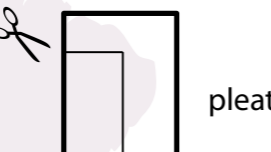
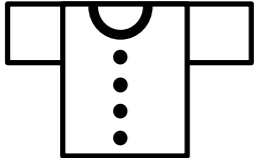

- How did you find the exercise? Was it hard to get the task done? Was it easy?
- How was the process? What about the time pressure?
- What can we learn from this exercise?

### Tips for the Facilitation

- If the group is very big you can divide the group and organize a competition



**WORKSHEETS**

<p>1. Supervisor You will be able to monitor that the T-shirts are produced with highest quality. You are responsible for ensuring that the Equipment is available.</p>	<ul style="list-style-type: none"> <li>● Staple A4 paper</li> <li>● Pins</li> <li>● Rulers</li> <li>● Clip</li> </ul>
<p>2. Seamstress Fold a sheet of paper lengthwise in half. Mark up and below 2 cm and 5 cm on the left.</p> 	<p>3. Seamstress Cut the selected frame.</p> 
<p>4. Seamstress Draw a on the folded sheet Rectangle 4 cm wide and 12 cm high. ft.</p> 	<p>5. Seamstress Cut out the rectangle.</p> 
<p>6. Seamstress Fold the sheet apart. draw above a semicircle as a collar and exactly in the middle of 4 points in at regular intervals.</p> 	<p>7. Saleswoman Fold on both sides of a strip over and fold the paper then in the center</p> 

**PART 3: FURTHER INFORMATION**

**Cotton**

<http://www.baumwoll-seite.de/index.html>

Basic information about cotton and its products

[http://umweltinstitut.org/fragen-antworten/bekleidung/konventionelle\\_bekleidung-678.html](http://umweltinstitut.org/fragen-antworten/bekleidung/konventionelle_bekleidung-678.html)

Critical background information about the harvesting of cotton and the ecological consequences

**Working conditions in textile industry**

<http://www.cleanclothes.org/>

Website of the Clean Clothes Campaign, dealing with working conditions in the textile industry.

<http://www.cleanclothes.at/>

Austrian website of the Clean Clothes Campaign

**Responsible consumption in (focus on textiles)**

<http://www.bewusstkaufen.at/>

Website about responsible consumption of labels (the website is organized by the Austrian Ministry of Agriculture and Environment).

<http://www.lebensart.at/>

Austrian portal for a sustainable lifestyle

<http://www.umweltberatung.at/>

Austrian portal for a sustainable lifestyle, with a focus on environmental issues

<http://www.die-sicherheitsnadel.at/>

A guide for sustainable fashion and food

<http://www.buyresponsibly.org/>

An information page about the issues behind our daily consumed products

**Educational materials**

<http://mode.cleanclothes.at/>

Educational materials for the topic textiles and fashion

[http://www.4teachers.de/?action=showtopic&dir\\_id=7151&topic\\_id=28080](http://www.4teachers.de/?action=showtopic&dir_id=7151&topic_id=28080)

Educational materials for the topic cotton and textiles

[http://www.lwl.org/wim-download/PDF/Baumwollkoffer\\_Inhaltsbeschreibung.pdf](http://www.lwl.org/wim-download/PDF/Baumwollkoffer_Inhaltsbeschreibung.pdf)

Educational resource box for the topic cotton and textiles

