

1. Title: "I made your clothes"

2. Knowledge and didactic objectives

Knowledge

- Child labour today.
- Fair trade.
- Sustainable development goals.

Didactic objectives

- Extract information from an iconographic source.
- Ask questions based on information from a source.
- Reflect on child labour today.
- Reflect on fair trade.
- To learn about the Sustainable Development Goals related to child labour.
- Proposing solutions to solve problems.
- Work collaboratively.
- Search for and analyse information through digital media.
- To write a report on the results of the research.
- Respecting the right to speak.
- Express oneself correctly in the language in oral and written form.

3. Timing

55 minutes.

4. Grouping of students

Individual, couples and large group.

5. Historical thinking skills

- Source analysis.
- Identification of causes and consequences.
- Ethical dimension.

6. Development or sequence of the activity

Development phase.

The main didactic aim is for students to understand that in many countries today there is exploitative child labour. These are countries where poverty rates

are high and there are no democratic laws that defend children's rights and regulate the labour market. Large textile companies take advantage of this lack of legislation to produce their clothes and reduce manufacturing costs. As a result, their sales profits are very high. However, the consequence is that this child and labour exploitation is consolidated as the presence of these multinational companies is advantageous for the governments of these countries. There are many ONG and social groups that have denounced this situation and that defend fair trade and want to prohibit child exploitation, such as the ONG "Fashion Revolution", which started the advertising campaign "I made your clothes" to publicise the conditions under which clothes are made in these countries, especially in South Asia, such as India, Pakistan and Bangladesh.

Task 1: Introduction of the activity.

This activity will take place in a classroom where there are computers or electronic devices with internet access.

The teacher shows the image in Annex I to the students (large group) and performs a three-part thinking strategy (15 min):

Part 1: What do you see in this picture?

Part 2: What do you think when you see this picture?

Part 3: What do you want to know when you see this image?

Task 2: We researched the "I made your clothes" campaign.

The teacher asks students in couples to research the "I made your clothes" campaign on the internet and make a short report with the information obtained (20 min).

Task 3: Debate.

Conduct a debate on labour exploitation in the textile industry and the importance of fair trade (20 min). Guiding questions:

-Why does textile child labour occur and what are its consequences?

-Which sustainable development goals are related to this problem?

-What can we do individually to improve the situation?

7. Assessment techniques and instruments

-Evaluation during the activity: using the technique of observation of the student's analytical work in the classroom and their participation in the debate.

Evaluation instrument: teacher's diary or registration form.

-Evaluation at the end of the activity: using evaluation of the report. Assessment instrument: student's notebook.

Assessment criteria:

- Extract information from an iconographic source.
- Ask questions based on information from a source.
- Reflect on child labour today.
- Reflect on fair trade.
- Knows the Sustainable Development Goals related to child labour.
- Proposes solutions to solve problems.
- Work collaboratively.
- Search and analyse information through digital media.
- Write a report on the results of research.
- Respects the right to speak.
- Expresses him/herself correctly in the language orally and in writing.

The rating items are qualitative. There are three levels: insufficient, adequate, and very good.

8. Complementary resources

<https://www.fashionrevolution.org/>

Fashion Revolution is an ONG was founded by Carry Somers and Orsola de Castro in the wake of the Rana Plaza disaster in 2013. Since then, they have grown to become the world's largest fashion activism movement, mobilising citizens, brands and policymakers through research, education, and advocacy. They are a global movement of people who make the fashion industry work.

-Video "Hidden Workforce. Child labour in garment Industry Save the Children Delhi" by Neha Sabharwal (8'25"). Retrieved from <https://bit.ly/3RTzpUd>

9. Annexes

Annex I. Young Indian girl textile worker holding the sign "I made your clothes"



Source: Photo retrieved from <https://bit.ly/3Dy2FeG>

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