

# Sweatshop Series

**GLOBAL  
CITIZENS  
FOR A  
GLOBAL ERA**

**A  
FACILITATOR'S  
GUIDE TO:**

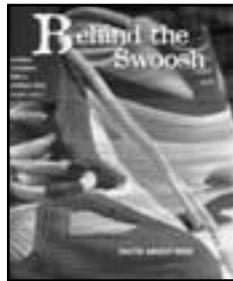
**SWEATSHOP:  
CLOTHES**

**BARBIE'S TRIP  
AROUND THE  
WORLD**

**BEHIND THE  
SWOOSH**

***A FACILITATOR'S  
GUIDE***

**VOLUME 1, ISSUE 4**



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# Sweatshop Series: A Facilitator's Guide

by Susan Gage, Richard Morrow & Stacey Toews

GLOBAL CITIZENS FOR A GLOBAL ERA  
VOLUME 1, ISSUE 4

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## Overview

### Who is this guide for?

This guide accompanies the three *Sweatshop Series* booklets on clothes (*Clothes*), shoes (*Behind the Swoosh*), and toys (*Barbie's Trip Around the World*). Its purpose is to help junior or senior secondary students or adults “dig into” the Sweatshop booklets and use the material to stimulate research, thinking, creativity and action. Most of the activities in it can be used by small or large groups; some can be used by individuals.

You may decide to have your group concentrate on the material in only one of the booklets, or to use all three booklets, perhaps having different students/participants concentrate on different topics. This guide works for both approaches. The themes of globalization, human rights, and looking critically at advertising and at our own buying choices thread their way through all three booklets. The basic skills stressed in the activities – empathizing, researching, analyzing, presenting information creatively – are skills that can be used whether the focus is clothing, shoes or toys. Most of the activities are designed to span all three booklets, and can be adapted for either or all. In the left-hand margin you will see one or more symbols to indicate which booklet(s) can be used with the activity:

### Curriculum Connections

The 15 activities in this guide meet the prescribed learning outcomes in five curricular strands: *Business Education 8-10, Social Studies 9 and 11, History 12, Home Economics 10-12, and English 8-12*. The activities help participants:

- learn information about global manufacture and human rights
- research a topic, using the Internet and action research
- present their findings logically and creatively
- think critically about the media and the global marketplace
- use information to analyze, forecast and develop solutions

For specific information about Learning Outcomes, see pages 42 to 44.

Clothes



Shoes



Toys



## How are the activities structured?

The activities are all designed to speak directly to the student or the participant. This means that, depending on your situation, you may be able to divide the class into small groups and hand out different activities. Alternatively you may decide to involve the entire group in one activity – an approach that allows you to give greater direction.

Here is how a typical activity is structured:

**Description** – provides an overview of the activity

**Procedure** – gives point by point instructions

**Options** – give ideas on how to extend the activity further in different directions

**Background Reading** – sections of the Sweatshop booklets that contain useful information for the activity

**Organization** – lets the group know if they need to group in various ways, or choose a facilitator or recorder

**Key Questions** – the main question posed by the activity

**Time** – a rough guide to time

**Materials** – tells you what you will need, besides regular paper and pencils

**Discussion & Action** – ideas for debriefing and future action

**Part 1 – Why Should I Care?**

**Activity 2**

Working with a small group, you will design a label to inform consumers about how the garment they are buying is made. (Background reading information is also given for Shoes and Toys. You may want to develop a label for these.)



**Options**

If there are several labels posted, try having each member of the group vote on which they think is best, and give their reason why.

**Labels that tell**

**Organization** Your group will need a facilitator and a recorder.

**Key Questions** What information do present clothing labels give you about the garment you are buying? What important information do they leave out?

**Time** 1 hour

**Materials**

- felt pens
- chart paper or board for recording

**Procedure**

- In your group, spend some time looking at the labels on clothing. What information do these labels tell you?
- Spend five minutes brainstorming the information you would like to see on a label. What information would help you make an informed choice about the clothes you buy?
- Decide on the five or six most important things to put on your label, and design an enlarged version of the label you would like to see.
- Post your label for others to see.

**Discussion & Action**

In the past few years, consumers have become more active, demanding more and more information to help them make good choices. After the small groups have posted their labels and everyone has had a chance to see them, discuss these questions:

- How could product labels change consumer buying habits? Labour practices?
- Other than labels, what other ways are there of getting this information out to consumers?

**Background Reading**

Clothes .....	9-11, 18-19
Shoes .....	1-6
Toys .....	1-10

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As well as the standard structure, you will find these elements attached to some of the activities:

- **Key Words** – define some of the words that participants need to know for the activity (all key words are also in the Glossary at the back of this guide).
- **Handouts** – provide additional background information, for some activities only – located next to the activity.
- **Let's Get Personal** – these questions, included with some of the activities, are intended as discussion starters for small groups, or as thought provokers for individuals.

### **How do the activities fit together?**

The activities are roughly divided into three sections:

- **Part 1 – Why Should I Care?** contains activities that help participants understand the scope of the problem and think about what this information has to do with them.
- **Part 2 – How Can I Learn More?** leads participants into further research and greater understanding.
- **Part 3 – How Can I Change Things?** includes presentation ideas and skills to help participants share their knowledge with others and take effective action.

When choosing a set of activities, you may want to follow this flow by choosing one or two from each section.

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# Part 1 – Why Should I Care?

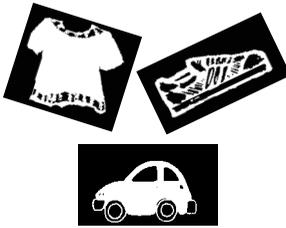
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## Activity 1

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**Pairs of investigators will survey product labels to discover where clothes/shoes/toys are made and record their findings on a world map.**

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Note: The group focused on toys will need to go to some local stores. If this is a problem, you may decide to limit this activity to an investigation of clothes and shoes, or ask participants to bring toys from home.

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### Background Reading

Clothes .....	9-15
Shoes .....	7-9
Toys .....	11-15

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## Where was my . . . made?

**Organization** Divide up into small groups, each group to research a product — toys, clothes, or shoes.

**Key Questions** Where are most clothes, toys and shoes produced? Why?

**Time** 1 hour (plus some time for store research, if required)

**Materials**

- three different colours of pins
- world map

### Procedure

1. Get the data. Either in the classroom, or in stores, check labels on the items you are re-searching. Try to check at least 50 labels. Record the number of labels from each country.
2. Record your findings. Use one colour of pin for each of the three product categories (e.g., blue = clothes, red = toys, yellow = shoes) and set pins in the map wherever product labels came from.
3. Post a legend on or next to the map for easy reference.

### Discussion & Action

Once the information is recorded, come together to discuss these (and other) questions:

- What surprised you about where the products came from?
- How different or similar are these three industries in where they make their products?
- Why are many of these products made in “Third World” countries and not in Canada or the U.S.?

## Activity 2

**Working with a small group, you will design a label to inform consumers about how the garment they are buying is made. (Background reading information is also given for Shoes and Toys. You may want to develop a label for these.)**



### Options

*If there are several labels posted, try having each member of the group vote on which they think is best, and give their reason why.*

### Background Reading

Clothes ..... 1-6, 18-19  
 Shoes ..... 1-6  
 Toys ..... 1-10

## Labels that tell

### Organization

Your group will need a facilitator and a recorder.

### Key Questions

What information do present clothing labels give you about the garment you are buying? What important information do they leave out?

### Time

1 hour

### Materials

- felt pens
- chart paper or board for recording

### Procedure

1. In your group, spend some time looking at the labels on clothing. What information do these labels tell you?
2. Spend five minutes brainstorming the information you would like to see on a label. What information would help you make an informed choice about the clothes you buy?
3. Decide on the five or six most important things to put on your label, and design an enlarged version of the label you would like to see.
4. Post your label for others to see.

### Discussion & Action

In the past few years, consumers have become more active, demanding more and more information to help them make good choices. After the small groups have posted their labels and everyone has had a chance to see them, discuss these questions:

- How could product labels change consumer buying habits? Labour practices?
- Other than labels, what other ways are there of getting this information out to consumers?

### **www.—Sweatshop Websites**

Here are some websites to help you find out more about sweatshops, corporate ethics, and fair trade alternatives.

#### **Corporations and sweatshops:**

- [cepnyc.org/](http://cepnyc.org/)—research on ethics of companies and industries, how to order helpful resources
- [corpwatch.org/](http://corpwatch.org/)—extensive research on companies, archives of reports
- [oneworld.org/](http://oneworld.org/)—current information on global issues
- [rugmark.org/](http://rugmark.org/)—information on child labour in the handmade carpet industry, and alternatives
- [summersault.com/~agj/clr/](http://summersault.com/~agj/clr/)—information on labour rights issues
- [sweatshopwatch.org/](http://sweatshopwatch.org/)—information on sweatshop practices in the global garment industry
- [web.net/fairtrade/other/learning-circle.html](http://web.net/fairtrade/other/learning-circle.html)—information on codes of conduct

#### **Fair trade alternatives:**

- [algomaya.com/](http://algomaya.com/)—shop for fair trade clothing
- [fairtradefederation.com/](http://fairtradefederation.com/)—online database of fair trade shopping options
- [globalexchange.org/](http://globalexchange.org/)—a guide to global information, local action and fair trade shopping
- [ifat.org/](http://ifat.org/)—global network for fair trade



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