

Focus: Pupils find out where their clothes were made and swap this information with pupils at your partner school. Responses from your partner school can later be used for discussion about similarities and differences and the reasons behind them.		
Curriculum links	Whole Class Activity	Individual activity: Our clothes came from ...
<p>Geography 1.2a, b, 1.4a, 1.5, 1.7a, 2.1a, b, d, e, g, 2.3a, 2.4a, 3a, b, c, e, 4b, d, h, i</p> <p>This could be carried out as part of a unit on The global fashion industry.</p> <p>Citizenship 1.3c, 2.1a, b, 2.2b, 3k, 4a, j.</p>	<p><u>Before the lesson</u>, for homework, ask pupils to look at the labels in at least ten items of clothing and write down all the countries of origin.</p> <p>Display a large world map on a wall. Ask a volunteer to tell the class where one of their garments was made. Ask another volunteer to put a sticky dot on that country. Then ask anyone else who has a garment from that country to put their hand up (two hands if they have more than one!). Count the hands and ask the volunteer to add that number of dots. Pupils should cross off those garments from their list.</p> <p>Ask for another country of origin and go through the same procedure, until the countries of origin of all the pupils' garments have been located.</p> <p>Discuss the distribution of the dots. Are there particular regions where most of our clothing is produced? Why might that be? Are the pupils surprised by anything they have learnt?</p> <p>Highlight that the labels don't tell us where other parts of the process took place, eg. the production of the raw materials, making the fabric, etc.</p>	<p>Ask pupils to write about where their class's clothes come from, to send to their partner school. They should include:</p> <ul style="list-style-type: none"> <li>• A brief description of what the class did</li> <li>• Which were the main countries of origin of their clothing</li> <li>• Whether these countries have anything in common, eg. continent, climate, geography, Human Development Index rank, poverty, debt, GDP, export earnings (<a href="http://hdr.undp.org/en/statistics/">http://hdr.undp.org/en/statistics/</a> is a good source of information)</li> <li>• Parts of the world where none of their clothing came from</li> <li>• Whether these countries have anything in common</li> <li>• Anything that they were surprised by</li> <li>• Summary of their findings and conclusions</li> </ul> <p>Take a photograph of the map showing the distribution of dots and post it with the pupil's work to your partner school and let the Link Ethiopia London office know you have sent them. <b>Please include a Shared Learning Grid (available for download from our resource website) in any work you send to your partner school.</b> Our staff in Ethiopia will work with your partner school to carry out a similar activity and get responses back to you.</p>
		<p>Follow up work</p> <p>Pupils could write letters to the central offices of chains of shops where they buy clothes, asking for information, eg. which countries their clothes are made in, why they chose these countries, how many people work for them there, how the clothes are transported to UK, if they know where the raw materials and the cloth are produced.</p> <p>When replies are received from your partner school, use these as a basis for further discussion: What are the similarities and differences (eg. Do the clothes in both countries come from similar places? Were any of the clothes in either country made at home or locally? Were the journeys the clothes took the same or different?) Why might that be? Did anything surprise them? If they have seen the video of the <i>Arade Market, Gondar</i>, did that help to explain some of the similarities and differences? Did the Ethiopian pupils draw similar or different conclusions? Why might that be?</p>