



My Profile

Description

The learning situation "My Profile" is divided into two sub-tasks.

- a) Development phase
- b) Presentation phase

In the development phase, the students have the task to draw their own profile or silhouette. They should actively engage with their individual needs, interests, objectives, characteristics and values and note this in their profile. This is the basis, for the presentation phase. The presentation of the profiles and results is held in plenum.

a) Drawing Silhouettes

First, the students have the task to trim wallpaper, to glue them together and to mutually redraw themselves (work in pairs). The aim of this work phase is that the students constantly orientate themselves and offer mutually assistance. Because the students should identify with their profiles, they have the task to write down their strengths, goals, and what is important to them. Finally, the students illustrate their posters creatively. They could use clippings from magazines, use pictures, draw something, etc.

The content in this phase is primarily concerned to initiate processes of reflection and answer the questions "Who am I?" and "What makes me?" This phase requires from the participants a high degree of autonomy and cooperation because they cannot create the profile alone. At the same time they are encouraged to self-reflect. The following questions could be useful:

- What is especially important to me?
- What makes me?
- Who am I?
- What do I want to achieve?
- What wishes do I have?
- What are my strengths?

Participants will have enough time to draw their profile and to be creative in designing their profile. Due to the independent design of the profiles a higher motivation and identification is provided. Thus, this exercise can be viewed as a starting point and orientation for a further career orientation process.

b) Presentation

The created profiles serve as a starting point for the personal/individual presentation. If it is possible, the profiles should remain in the classroom. Thus, they can be supplemented if necessary at a later time.

Alternative

Since the silhouette is created in group work, the profiles can also be presented by the partner. In this case, it would be useful to give a time frame for a partner interview etc. b) In addition, classmates and teachers could supplement and comment the profiles with small sticky notes in a positive and constructive way. Furthermore there is the opportunity for a peer assessment or a comparison between self-assessment and external assessment.

Method:

- Group work
- Single work
- Presentation in plenum

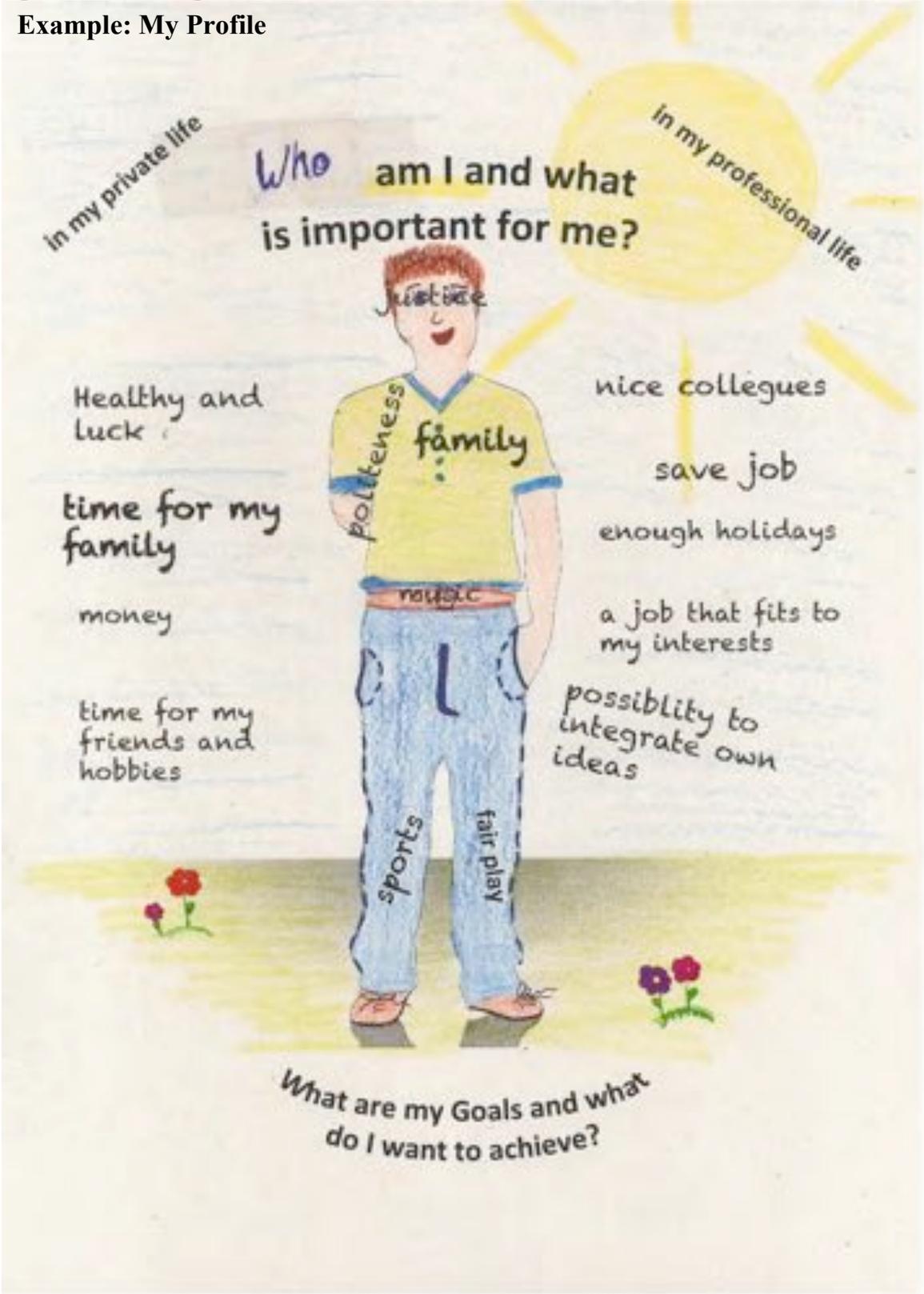
Materials needed:

- Wall paper or very big sheet
- Different pens
- Glue
- Scissor
- Magazines etc.
- Small sticky notes

Competencies:

- The students are able to reflect own values

Example: My Profile





Fair-trade Fashion I

Description

The learning situation "Fair-trade Fashion I" is divided into three sub-tasks.

- a) Observation phase
- b) Preparation phase
- c) Presentation and comparison phase

Maybe you are very interested in fashion and you would like to work in the fashion industry but a friend has sent a link to you with a spot about Fair-trade fashion. You like fashion but since you have watched the spot you are not sure if that is the right vocational field for you because „Fair Play“ and „Justice“ are very important to you (see Profile).

In the observation phase, the students have the task to watch a video spot. They should engage with problems in the fashion industry and labour standards. This is the basis, for the preparation phase. In this phase the students should have a closer look at labour standards in different European countries and collect their impressions in mind maps. The presentation of the mind maps and results in plenum serves as a comparison.

a) Observation phase

First, the students have the task to watch a video of Fair Wear Foundation. Subject of this video are different problems in the fashion industry especially in labour standards. The students should observe this video under specific questions. Therefore an observation guideline could be helpful. This guideline considers the following issues:

- Describe the supply chain of fashion!
- Describe the problems that could occur!
- Describe the conclusion of the spot!
- Describe labour standards
- The guidelines based on values. Could you imagine which values there are?

b) Preparation phase

Small teams (four or five students) discuss their results and put them together on a poster. Furthermore the students have the task to conduct research on labour standards in Europe. Different groups are responsible for different countries. Therefore the teacher has to divide the students into country specific teams. The aim is to do an internet research and prepare a mind map on labour standards.

c) Presentation phase

The teams should present the poster with the results of the observation and the country specific mind maps. The plenum has the task to complement and compare the results. For the comparison a worksheet is helpful.

Alternative

There are different alternatives. Maybe you should focus at first only on labour standards in your home country and have a closer look at labour standards in other European countries later. Especially if the students are rather unproductive you should have at first only a look at the labour standards in your country and compare them later with other countries. Furthermore you can switch the working sheets to have another focus.

Method:

- Group work
- Single work
- Presentation in plenum
- Mind Mapping
- Observation

Materials needed:

- Video (Beamer or Screen)
- Working sheets
- Poster
- Internet connection and possibility to do internet research
- Pens for designing the poster and mind map

Competencies:

- Describe labour standards
- Recognize values concerning labour standards
- Describe different labour standards and values in different countries

Fair-trade Fashion

You will find the spot here:





Working sheet 1: Fair-trade Fashion I

Please write down why the fashion industry may not be fair. Please state what kind of problems exist in fashion industry . Please fill in the following working sheet while watching the spot:

Observation Sheet
Describe the supply chain of fashion:
Describe the problems that could occur:
What is the focus of the video?
What labour standards are important?
The guidelines based on values. Could you imagine which values those are?



Working sheet 2: Fair-trade Fashion I

(A) Form teams of four to five students. Discuss your results and design a common poster.

(B) Please brainstorm in your group and prepare a mind map about labour standards and values in your country.

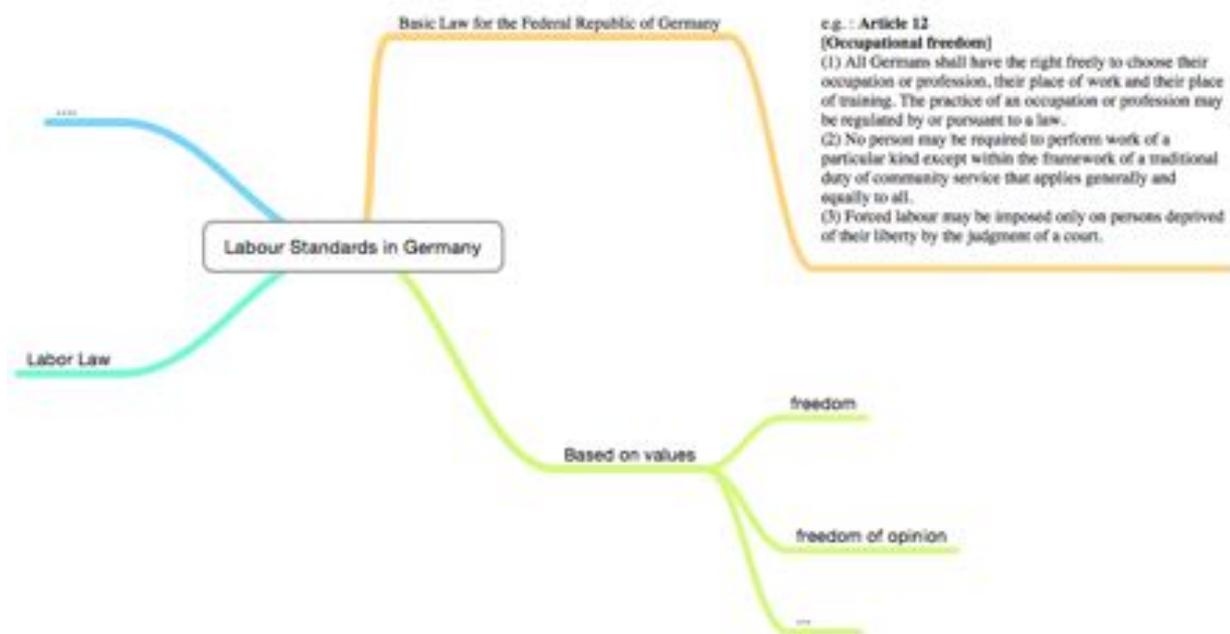
Group 1: England

Group 2: Romania

Group 3: France

Group 4: ...

Example:



Hint: Maybe you will find information about values and labour standards in the constitution and / or labour law.



Working sheet 3: Fair-trade Fashion I

(A) Present your poster and your mind map in plenum. Please complement the results. Try to fill in the following table:

	<i>England</i>	<i>Romania</i>	<i>France</i>	...
<i>Labour standards</i>				
<i>Values</i>				



Fair-trade Fashion II

Description

The learning situation "Fair-trade Fashion II" is divided into three sub-tasks.

- a) Discussion phase
- b) Preparation phase
- c) Presentation and discussion phase

After you identified the problems in the fashion industry you would like to know if the brands you wear are produced fairly. In the first phase of this learning situation the students are asked to discuss in groups what kind of brands they wear and if they know if their clothes are produced fairly or not. They discuss the pros and cons of their own clothes regarding fair trade and reasons why they decided to buy the clothes they have.

After this phase they work in groups together and observe different codes of conduct from three famous European brands with the focus on fair trade and on the addressed values.

In the end they present and discuss their results.

a) Discussion phase

First, the students get a small article about Primark with two statements. The students should try to put themselves into the position of the persons presented and answering the following questions:

- Why do they shop at Primark?
- Why do they do not shop at Primark?
- Is Primark bad or not? Try to find reasons.

After that the students discuss the pros and cons of their own clothes. They collect the result of that discussion on a poster. The poster should contain what brands they wear and the reasons for buying them.

b) Preparation phase

In the preparation phase the students get three codes of conduct from three very famous European fashions brands. They should prove (in teams) if the code of conduct includes the labour standards, which were discussed earlier. Furthermore they should reflect what values are stated in the code of conduct. Finally they should compare them and note the results in a power point presentation. Following questions could be helpful:



- What is the main guideline of the company?
- What values are considered?
- Are there any relations to fair labour standards?

c) Presentation phase

The teams should present the poster with the results of the discussion and the preparation phase. The plenum has the task to discuss and compare their results.

Alternative

There are different alternatives. You can decide if each group analyses each code of conduct or if you split your class into three or six groups and each group is responsible for one brand. In this case the presentation phase is more important since the students have to have a more detailed discussion about differences and similarities between the codes of conduct.

Method:

- Group work
- Partner work
- Presentation in plenum
- Discussion

Materials needed:

- Working sheets
- Poster
- Pens for designing the poster and mind map

Competencies:

- Analyse codes of conduct
- Recognize values concerning codes of conduct
- Describe differences between codes of conduct

Working sheet 1: Fair-trade Fashion II

Exclusive: Do you consider the working conditions of those making your kids' summer clothes? What's the true cost of £1?



figure 1: Primark (Pic:Rex)

(A) Find a partner and discuss the article!

(B) Try to put yourself in the position of the persons in the article. Why do they shop or don't shop clothes from Primark?

(C) Find arguments pro and contra Primark!

(D) Collect your results on a poster!

You're a mum-of-three who needs to buy new summer clothes for the kids - and the credit crunch is biting.

But do you consider the working conditions of those making the clothes? What's the true cost of £1.50 T-shirts to the world's poorest people?

And as prices soar and your salary is worth less each month, can you really afford to care?

This week, yet another High Street chain has been caught selling clothes made by slave-labour kids in India.

Discount clothing store Primark has sacked three Indian clothing supply firms after the BBC's Panorama programme found refugee children slaving away in factories for as little as 60p a day making sequined vests.

Last October, kids as young as 10 were found making clothes for Gap Kids in Delhi. And in 2006, children of eight were found working in Delhi sweatshops, attaching Swarovski sequins and beads to clothing destined for the UK and the US.

An estimated 158 million children aged from five to 14 work in hazardous situations around the world.

But is ethical shopping just a luxury that we can no longer afford?

Mum-of-three Katrina Reddie, 34, from East London, says that she can't stop shopping at cheap stores. "Of course, I think it's wrong that this goes on," she says.

"How do we know who uses it and who doesn't? Even some of the expensive brands do it. I shop at Primark because it's cheaper, simple as that."

Mum-of-two Margaret Hunter, 45, a doctor from South-East London, says she tries her best to shop ethically.

"I did discuss it with my children who came shopping with me yesterday," she says.

"I told them many of the clothes we buy could be made by people who are paid something like 20p a day. Most clothes are made in Indonesia and I'm sure they're not paid a fair wage there anyway - and that's not just Primark.

"But when your kids nag you for a new dress or jeans it's easy to forget ethics."

The use of child labour has been condemned by human rights groups.

(see: <http://www.mirror.co.uk/news/uk-news/primark-child-labour-is-ethical-shopping-314574>)

Working sheet 2: Fair-trade Fashion II

(A) Form small groups (max. five persons) and discuss what brands you wear and reasons why you are wearing these brands.

(B) Why have you bought these brands? Please collect some reasons!

Information:

You found out that many fashion companies have a code of conduct.

“A code of conduct is a set of rules about how to behave and do business with other people.” (see: <http://dictionary.cambridge.org/dictionary/business-english/code-of-conduct>)

Because you have heard so much bad news about the big and affordable fashion labels you want to have a closer look at the code of conducts to form an own opinion about this labels.

We choose three very famous European brands as an example:

- H&M
- ZARA
- Primark



Questions:

(A) Do you know where the labels are from?

(B) What are the main guidelines of the three companies?

(C) What values are considered?

(D) Are there any relations to fair labour standards?

Please collect your results on a poster and present them. The following table may help you to compare the different codes of conduct.



Working sheet: Fair-trade Fashion II

Exercise: Compare the codes of conduct!

	H&M	ZARA	Primark
Origin			
Guidelines			
Values			
Labour standards			