



## [LESSON 2]

### CONNECT // KEY PLAYERS

Edited by  
Nadira Lamrad and Mary Hanlon

[www.SocialAlterations.com](http://www.SocialAlterations.com)

#### Copyright and License



Social Alterations: An Education Lab for Socially Responsible Fashion Design, [Lesson 2] Connect//Key Players, is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 2.5 Canada License](https://creativecommons.org/licenses/by-nc-nd/2.5/ca/).

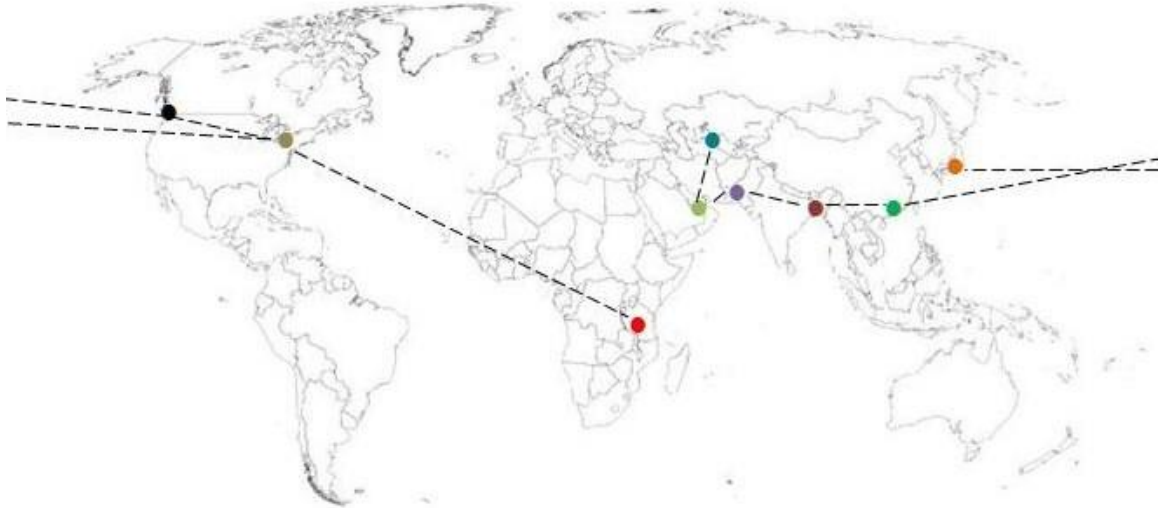
Contact: Nadira Lamrad and Mary Hanlon, Social Alterations: An Education Lab for Socially Responsible Fashion Design

e. [nadiralamrad@socialalterations.com](mailto:nadiralamrad@socialalterations.com), [maryhanlon@socialalterations.com](mailto:maryhanlon@socialalterations.com)

w. [www.SocialAlterations.com](http://www.SocialAlterations.com)

## [LESSON 2]

### CONNECT // KEY PLAYERS



[Image 1: Map of the World\* // T-Shirt Travels]

#### Introduction

Identifying the social, cultural, environmental and economic impacts of the fashion, textile and apparel industries requires interdisciplinary research. There are countless touch points along these supply chains, as well as within each lifecycle stage of the products they produce. While the impacts of these industries may be positive and/or negative, it is important to recognize their complicated nature. Internationally, key players are working tirelessly to facilitate interdisciplinary research and learning for change. This lesson hopes to introduce you to these players. Reach out to them and connect.

The learning materials, activities and assignments for this lesson are positioned within the context of a single basic cotton T-shirt.

#### Objectives

- To direct learners to key players working to promote human rights and environmental protection within fashion, textile and apparel industries.
- To encourage learners to reach out to key players within the responsible fashion community.
- To connect the various touch points along the supply chain of fashion, textile and apparel industries.
- To empower learners to become more educated on the impacts of fashion products and systems.

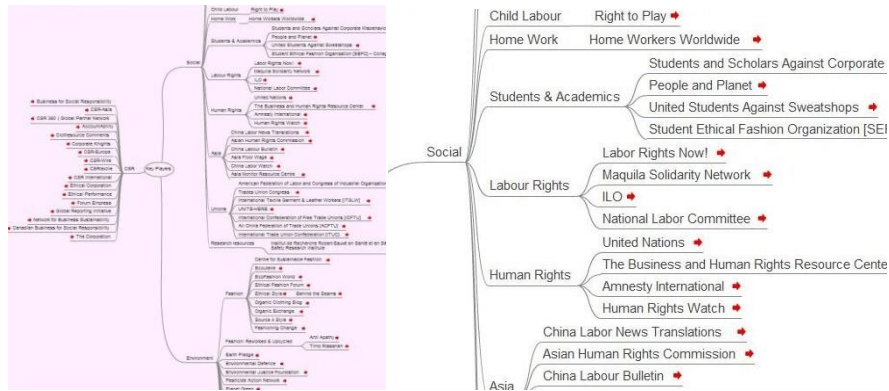
#### Learning Materials and Equipment

Educators and Students are encouraged to take advantage of the Social Alterations website to help them navigate their way through this lesson. Both required and supplementary materials are available through the website, and may be found in the Reading and/or Video sections. Articles not available online can be found through the library at your academic institution. We suggest you make arrangements to locate both required and suggested readings before beginning each lesson. If you are unable to locate certain material, please contact Social Alterations for assistance.

[Lesson 2] Connect // Key Players	
Video	Video player/projector + internet access to show <i>Mitumba</i>
Book	<i>The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade</i> , by Pietra Rivoli
Handout	SA overhead slide projector for “Map of the World // T-Shirt Travels” + A4 Paper (recycled) printed with handout “T-Shirt Travels // Word Search”
Journal	Internet access to participate in online reflections on SA Facebook Fan Page, under Discussions, [Lesson 2] Key Players

## Freemind // Experiments in Interaction

We have embedded Freemind, an interactive online learning tool, into this lesson, so that you may explore various key players throughout the industry working to facilitate responsible fashion systems. Explore the map, a work in progress, to discover organizations that may interest you, based on the category of specialization for which we have them listed. Click on the red arrows to be taken directly to their websites.



[Image 2: Screenshots, Freemind // Key Players]

## Required Reading

*The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*, by [Pietra Rivoli](#)

*Special Focus: Uzbekistan*

- [Update: Forced Labour in Uzbekistan](#)
- [Update II: Forced Labour in Uzbekistan](#)
- [Update III: Uzbekistan's Cotton Trail](#)

*Special Focus: Bangladesh*

- [Bangladesh //The Details](#)
- [SA Visual Lab//The Bangladesh Project](#)
- [The Bangladesh Project // Update](#)

## Required Viewing

What happens to your clothes after you donate them? Witness, a documentary program on Al-Jazeera English, played this episode (43 minutes) exploring the journey of a single t-shirt from Northern Germany all the way to Africa's mitumba market. This is a fascinating look into the easily forgotten part of the apparel supply chain.

## Learning Activities

A single cotton T-shirt will pass through many hands before finding its way to us. It will pass through many more hands once it has left us. We are directly connected to these hands. Traveling over 34775.3 Km in its lifetime, the impact of its journey is reflected not only in an environmental footprint, but in a social, cultural and political context as well.

### 1. T-Shirt Travels // Word Search

T-Shirt Travels is a word search based on the travels of a typical cotton T-shirt. Students/learners are asked to find the countries along a hypothetical supply chain, based on the film *Mitumba* and the book *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*, by Pietra Rivoli [Uzbekistan, Dubai, Pakistan, Bangladesh, Hong Kong, Vancouver, New York, Japan, Tanzania]

## T-Shirt Travels

B Q A Z J N C P K I V K W A V  
 T A K I C X A Y A X A R L N H  
 J S N C N K T B T L N O G M K  
 I F R G I A U K Q Q C Y U L W  
 F P U S L D Z U Y A O W N O S  
 W F T H N A U N M P U E T W B  
 R A E X F L D G A N V N C C Y  
 N Z M Q K T Z E X T E H X D X  
 G N O K G N O H S E R A Z B X  
 H V B X U F R Z A H G D W Y F  
 U Z B E K I S T A N L U V A D  
 L P O H D O T N B D F S A Y X  
 M I D E J Y Z B T T Q U P L J  
 J A P A N O W E R L U T C W U  
 E V Y C C Y H J U R A R H X E

Clues:

1. In this country, 'back to school' is code for back to the fields to pick cotton. (10)
2. This city is home to the tallest building on earth, and a commodities centre with one department devoted exclusively to the sale of cotton from 1. (5)
3. Following large-scale violence, this country was established in 1947, and is now one of the largest exporters of cotton textiles. (8)
4. Referred to as a "basket case" by Henry Kissinger, this country was established in 1971 following a civil war in the eastern parts of 3. In the past year, it has experienced massive garment worker protests over minimum wages and other worker demands. The government increased the minimum wage from \$23/month to \$45/month leaving workers with less than \$2/day. (10)
5. This special administrative region of China has the reputation of being "the freest economy in the world." It is commonly used as a transit location for shipments from Asia. (4, 4)
6. This city was host to the 2010 Winter Olympics. (9)
7. This city is home to some of the Trans-America Trading Company, one of the largest post-consumer textile processors in the U.S. At their facility, workers sort clothing into different categories. About 45% of the textiles continue their journey as clothing. (3, 4)
8. High-end vintage and rare collectible items are shipped here, the largest market (measured in dollars) for second-hand, vintage clothing. (5)
9. In this country, second hand, used clothing is the largest import from the United States. Named *Mitumba*, these clothes are sold in markets all over the country and re-exported beyond its borders to the rest of the continent. (8)

## **Learning Activities** (Continued)

### 2. [\*Student Book Club: The Travels of a T-Shirt in the Global Economy\*](#)

This activity, written and developed by Joy Kozar, Kansas State University, USA, taken from Parker, L. and Dickson, M.A. (2009) *Sustainable Fashion: A Handbook for Educators*, Bristol: Labour Behind the Label, “requires students to read *The Travels of a T-shirt in the Global Economy* by Pietra Rivoli and respond to multiple discussion questions stemming from the book. The goal is to assist students to recognise the structure, dynamics and distribution channels of the global textile and apparel industries from both current and historical perspectives. This involves an evaluation of the cultural, economic and political factors impacting on sourcing decisions, in addition to the implications of various global alliances for trade policies and regulations. Upon completion of this activity, students should recognise various factors that impact on compliance with labour laws, standards of social responsibility and the treatment of workers in textile and apparel production. The assignment challenges students' critical thinking skills and supports further development of their written and verbal abilities.” ([Fashioning an Ethical Industry](#))

### **Class Discussion**

Based on what you have learned in this lesson, with respect to both the lifecycle of a cotton T-shirt and the supply chain with which it was produced, which key players would you look to for research, insight and expertise? Follow the trail provided through the above activity “T-Shirt Travels // Word Search” and choose at least two key players, working within each country along the way, to use as resources in the future.

### **Online Participation**

Learners are encouraged to engage with the Social Alterations community. Such participation can be accomplished through our online forums. Educators are asked to join the Social Alterations Forum, and all learners are encouraged to join the Social Alterations Facebook Fan Page to participate in discussion forums.

### **Assignment File**

#### *Journal/Online Discussion*

This assignment is intended as either a private learning journal or as an online discussion. If you wish to engage in the online discussion, visit the SA Facebook Fan Page to participate in the discussion forum for this lesson, in the space we have provided.

The assignment for this lesson is geared toward reflecting upon the complicated nature of systems of production, and contemplating the important role key players make up along the way, in documentation, research, reporting, education and assistance, promoting human rights and environmental protection within fashion, textile and apparel industries.

Mark down your thoughts and feelings on the journey of a cotton T-shirt as you have come to understand it through completing this lesson. Here are some questions to help guide you through this process.

1. Before beginning this lesson, could you have imagined that the life travels of a cotton T-shirt could be so complicated?
2. Now that you have completed this lesson, what are your opinions and views on this system of production?
3. How do you see your role, both as a consumer and as a fashion/textile/design learner, within this system of production?

\*Image Credit: The map used in this lesson was derived from [Wikimedia Commons](#). It was adapted by Social Alterations to illustrate the travels of a cotton T-shirt.