

Unit 18 The global fashion industry

About the unit

In this unit pupils develop their understanding of the global nature of economic activity and development through a study of the fashion industry.

They investigate the interdependence between people, places and environments in this industry and through this study begin to understand the concept of globalisation, ie how what happens in one part of the world affects people everywhere.

The activities are developed around the focus of the fashion industry, but if this topic is not suitable for pupils in a particular school an alternative could be used, *eg toys, electrical equipment, processed foods*.

Many of the activities rely on using material from development education centres and particular internet websites. These are listed in the 'Resources' section.

This unit is expected to take 8–11 hours.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- suggest investigation sequences
- analyse evidence and draw conclusions
- appreciate values and attitudes
- communicate appropriately
- use extended geographical vocabulary
- use atlases/globes/maps
- use secondary evidence
- draw maps, plans and graphs
- communicate, including using ICT

Knowledge and understanding of places

Pupils will:

- describe scale contexts
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- economic activity
- development

Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- sustainable development

Expectations

At the end of this unit

most pupils will: describe and explain a range of human processes and recognise that these interact to produce distinctive characteristics of economic activity, such as the global fashion industry; appreciate the many links and relationships that make countries in different states of development, involved in the fashion industry, dependent on each other; appreciate that different values and attitudes, including their own, may have different effects on people's lives, especially in less economically developed countries (LEDCs); suggest relevant geographical questions and an appropriate sequence of investigations into globalisation issues; select and use effectively a range of skills and sources of evidence; present well argued summaries and begin to reach substantiated conclusions

some pupils will not have made so much progress and will: describe and begin to explain human processes and recognise that these interact to produce some distinctive characteristics of economic activity, such as the global fashion industry; recognise some of the links and relationships that make countries in different states of development, involved in the global fashion industry, dependent on each other and how people in LEDCs may be affected by actions of people in more economically developed countries (MEDCs); begin to suggest relevant geographical questions and begin to select and use appropriate skills and sources of evidence to help them investigate globalisation issues; begin to suggest plausible conclusions and present their findings both graphically and in writing

some pupils will have progressed further and will: describe and begin to explain interactions within and between human processes and identify how these interact to produce distinctive characteristics of the global fashion industry; understand that many factors, including people's values and attitudes, influence the decisions made about fashion clothing manufacture in LEDCs; appreciate that the lives of the people who live there are affected by actions and changes in other places, especially MEDCs; appreciate that considerations of sustainable development affect planning and management of resources; identify geographical questions and establish their own sequence of investigations into globalisation issues; select and use accurately a wide range of skills and evaluate critically sources of evidence; present full and coherently argued summaries of their investigations and reach substantiated conclusions

Prior learning

It is helpful if pupils have:

- studied two countries in different states of development
- explored reasons why differences in development exist
- used socio-economic indicators to compare places
- undertaken a geographical enquiry using different source material
- practised asking and answering geographical questions
- developed skills of data presentation, cartography and interpretation of statistical data
- played a trading game/completed a role-play simulation of real-life events

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- international trade and development, *eg globalisation, development, trade, production, consumption, corporation, transnational corporation (TNC), gross domestic product (GDP), human development index (HDI), socio-economic indicators, export, import, interdependence, MEDC, LEDC, International Monetary Fund, World Bank, World Trade Organisation (WTO), United Nations, balance of trade*
- manufacturing, *eg technology, resources, supply and demand, negotiation, competition, perception*

Speaking and listening – through the activities pupils could:

- ask different sorts of questions, to extend their thinking and refine ideas

Reading – through the activities pupils could:

- recognise the author's viewpoint and how it affects meaning

Writing – through the activities pupils could:

- write closely argued text where precise links and connections are made within sentences

Resources

Resources include:

- fashion advertisements (magazine or video)
- writing frames for a variety of genres
- world maps
- atlases
- dictionaries
- development statistics sourced from textbooks or CD-ROMs
- TNC information from textbooks, magazine/newspaper articles or the internet
- global economic data and information
- 'heads and tails' cards for the word wall/glossary activities
- textbooks, CD-ROMs and word-processing packages
- card sorting activity role cards for people in the production chain – consumer, retailer, brand owner, manufacturer and factory worker
- leaflets for the fair trading activity and codes of conduct for workers
- the development compass rose (DCR), available from Development Education Centre (DEC), Birmingham
- Development Education Association (DEA) publications

- websites, *eg*
 - *www.tidec.org* – (DEC, Birmingham) – globalisation project and links to associated websites; also includes lesson plans for teaching about globalisation
 - *www.cafod.org.uk/* – article about Asian garment industry and globalisation
 - *www.globalexchange.org/* – articles about fair trade and current news stories about global trade issues
 - *www.cleanclothes.org/* – includes lengthy reports on many 'labels'
 - *www.corpwatch.org* – a US website with information about several companies
 - *www.oneworld.org* – up-to-date news from around the world
- organisations:
 - Labour behind the label, c/o Norfolk Education and Action for Development (NEAD), 38 Exchange Street, Norwich
- journal/magazine articles:
 - 'Just do it'. *Down to Earth*, Vol 5, No 5 (November 1996)
 - 'Globalisation – an alternative view'. *New Internationalist* (November 1997)
 - *New Internationalist* (July 1997)
 - *New Internationalist* (October 1997)
- photopacks, *eg*
 - *The clothes line*, Oxfam
 - *Can you be different?* (DEC, Birmingham)
- trading games, *eg*
 - *The trading game*, Christian Aid
 - *Trading trainers game*, Christian Aid

Future learning

The issues studied in this unit provide a basis for later study at GCSE level and may be developed further as part of a PSHE or citizenship programme.

Links

The activities in this unit link with:

- other geography units – unit 12 'Images of a country', unit 16 'What is development?', unit 24 'Passport to the world'
- mathematics – calculating accurately, interpreting data, drawing conclusions, using correlation
- ICT – using desktop-publishing, word-processing, graphing and audio-video presentation packages;
- key skills – working with others, problem solving
- citizenship/PSHE – global community, justice issues
- personal development – economic and industrial understanding (EIU)
- English – work on speech writing and delivery

What is meant by the global fashion industry?

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| <ul style="list-style-type: none"> • to ask geographical questions and to identify issues • to communicate in different ways • to think about issues of topical significance, <i>eg manufacture of clothing in LEDCs</i> | <ul style="list-style-type: none"> • Ask pupils to brainstorm ideas about the global fashion industry. Identify the people involved and establish links and ideas about the fashion trade. Use these to compile an introductory page to the topic. • Organise a card-sorting activity in pairs. Give pupils cards that have views about the fashion industry (and source) and ask them to sort the statements, in order, along a continuum, from those with which they strongly agree to those with which they strongly disagree, <i>eg aggressive marketing forces young people to buy expensive brands to keep up with their friends (youth worker)</i>. Discuss answers as a class; then ask pupils to choose three cards to explain the viewpoints in detail. • Split the class into small groups. Give out a selection of advertisements for branded fashion goods and ask pupils to explore the choice of the images/slogans used. Prompt questions might be <i>What image is the advertisement trying to create? What might make us choose this brand over another? What don't the advertisements tell us?</i> (Begin to introduce ideas about production and consumption, trade links and the role of large corporations.) | <ul style="list-style-type: none"> • identify elements of the fashion industry and make connections between them • explain the viewpoints of others • give and justify their own opinions about fashion | <ul style="list-style-type: none"> • Citizenship: this activity provides pupils with an opportunity to view the world as a global community, and the political, economic, environmental and social implications of this. • Advertisements from magazines and/or television may be collected as a homework exercise. • Key skills: links with working with others, where pupils work on a one-to-one or group basis and plan with others what needs to be done, confirm their understanding of the objectives, their responsibilities and working arrangements, carry out tasks and review progress. |
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How does the fashion industry connect people around the globe?

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| <ul style="list-style-type: none"> • to use an extended geographical vocabulary • to use an atlas • to select and use appropriate graphical techniques to present evidence on maps and diagrams • to identify patterns • to classify using socio-economic indicators • to analyse and evaluate evidence and draw and justify conclusions • to communicate in different ways, including using ICT | <ul style="list-style-type: none"> • Help pupils to organise a class survey. Ask them to choose their favourite outfit and to write down the brand name or store label and where the items were made. Ask them to plot the results on a world map, with the country of manufacture in one colour and the country where the brand is based in another, and then link them together with an arrow. Provide pupils with information about each country's HDI, foreign debt and export earnings and ask them to add these to the map. Discuss and evaluate the findings as a class, then ask them to describe the pattern shown. As a class consider the question <i>Is there a fashion victim?</i> • Ask pupils to compare differences in hourly rates of pay between selected countries for the production of clothing/footwear. Write up the results from the mapping exercise and this enquiry as an article for a newspaper entitled 'Who's the fashion victim?'. Weaker writers may need more structured support. • Introduce pupils to key concepts and begin a glossary of terms to investigate global links, <i>eg GDP, HDI, TNC, export, import, interdependence, manufacturing</i>. Terminology and meanings could be tackled as a 'heads and tails' exercise for lower-attaining pupils. | <ul style="list-style-type: none"> • produce a map to show the spatial distribution of production and consumption of selected fashion brands • describe and explain the patterns on the map and how differences are related to levels of economic development • correctly identify, spell and define key vocabulary in glossaries | <ul style="list-style-type: none"> • Mathematics: calculate accurately, interpret data and draw conclusions. • ICT: this activity provides pupils with an opportunity to use an ICT package to produce the newspaper report and the internet and CD-ROMs as sources of information. Many news sites, <i>eg newspapers, television</i>, have topical information. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

How does world trade work? How does this affect the countries involved? How have trade patterns changed?

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| <ul style="list-style-type: none"> • to identify the geographical context of selected countries • to consider other people's experiences and viewpoints/values • to identify differences in levels of development • to investigate the processes responsible for change and their impact on one industry | <ul style="list-style-type: none"> • Introduce pupils to ideas about world trade in the form of a quiz. Focus on interdependence between LEDCs and MEDCs and the differences and changes (with time) in commodities traded, from raw materials to finished goods. (Ask pupils to focus on the cotton industry and investigate the impact of this change upon the economies of India and the UK.) Ask them to produce a fact sheet about world trade. • Play a world trade game to develop ideas about global market instability, inequality between trading partners, the effects of natural disasters and war and issues relating to sustainability. Debrief the class and ask pupils to write up the experiences of each group involved in the game. Weaker writers could be asked to read a report as a radio/TV news item. | <ul style="list-style-type: none"> • describe and explain how the pattern of interdependence between MEDCs and LEDCs is changing with time, and identify outcomes • describe and explain how global markets work and how the process may have different effects upon different groups of people | <ul style="list-style-type: none"> • Trading games are found in resource packs produced by development agencies. They can also be a useful source of data. • ICT: use of a word processor and a writing frame provides opportunities for supporting writers of varying abilities. Video or audio could be used as a medium for presentations. |
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What do we mean by 'globalisation'?

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| <ul style="list-style-type: none"> • to ask geographical questions and suggest sequences of investigation • to select and use secondary sources of evidence, including the internet • to select and use appropriate graphical techniques to present evidence on maps and diagrams • to explore how countries are interdependent | <ul style="list-style-type: none"> • Discuss with pupils the meaning of the term 'globalisation', ie the creation of global systems where what happens in one part of the world affects people and places everywhere. Give pupils background information about the development of the process, <i>eg result of migration, improvements in transport and communications technology</i>. Help them to begin to construct a wall display about globalisation using the terminology in the 'Language for learning' section and listing any ideas linked to the fashion industry. Ask pupils to identify questions for an enquiry into globalisation. • Ask pupils to select a suitable technique to explore the link between the top 10 TNCs (size/income generation) and the GDP of selected countries. Help pupils to evaluate what this tells them about global power bases. • Help pupils to explore ideas about the links between TNCs and governments with the global forces of the World Bank, United Nations, the International Monetary Fund, World Trade Organisation and other political and economic organisations, using a variety of resources, including the internet. Ask pupils to construct a simple 'connection diagram' to show how these things are linked and to add these to the globalisation display. | <ul style="list-style-type: none"> • identify how the pattern of development is changing as a result of many factors, including globalisation • select a suitable graph to represent data and interpret it • use key terms to answer questions and accurately define globalisation • identify links between people, places and organisations | <ul style="list-style-type: none"> • ICT: the activity on TNC information can be researched using the internet. • ICT: graphs can be plotted using a graphing package. • Higher-attaining pupils could tackle more sophisticated ways of establishing correlations than drawing graphs. • Key skills: links with problem solving, where a problem is posed, <i>eg how can we inform others in the school about globalisation?</i> and pupils plan options, carry one out and check if it is a solution. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**How does globalisation affect the fashion industry?**

- to ask geographical questions
- to use their imagination to consider other people's experiences and to think about values and attitudes that are not their own
- to select and use appropriate graphical techniques to present evidence on maps and diagrams
- to identify how people and places are interdependent
- to identify factors that influence development and to consider the effects of differences in development on the quality of life of different groups of people
- Help pupils to relate the process of globalisation to a real-life example. As a class choose an item of branded clothing, *eg a designer T-shirt, a pair of trainers, a branded tracksuit, a pair of jeans or a pair of shoes*. Use a card-sorting activity to help them identify and sort the people in the chain, *eg from the factory worker to the retailer*. Ask pupils to present this as a flow diagram on a world map to show where the people in the chain are located, thus reinforcing ideas about globalisation. Then ask them to add their place in the chain, as the consumer.
- Organise pupils into groups and ask each group to take on the role of one person in the chain of production. Give out role cards and help the pupils identify what questions they should ask, *eg Who is this person? For whom do they work? How are they linked in the chain? What is their life like? What are the strengths and weaknesses of their position? Who makes their decisions?* and then answer them. Ask one pupil from each group to present their findings to the class.
- Give the price of the chosen product to the consumer and ask each group to stay in role and decide how the cost should be shared among all the people in the chain. Ask them to compare these with the real figures and tabulate any differences they find between their estimated and real figures, identifying the winners and losers in the chain, and then to write an appropriate comment.

- identify and research suitable questions for enquiry
- identify the links in a production chain
- identify the role of TNCs in the process of globalisation and analyse the effects
- explain how trade affects quality of life in the table of winners and losers

- Development material is available to support work on all aspects of trade.
- Choice of product could be related to a topical issue, *eg a new football strip at the start of a season*.
- Language for learning: this group activity provides pupils with the opportunity to ask different sorts of questions to extend and refine ideas, *eg does that imply that...? does that mean...?, do we need to...?*
- Pupils could link arms to show the chain visually and help with role identification. Five groups of six are recommended for the role play.

How does globalisation affect people at a local level? What happens if the chain is broken?

- to compare their own experiences with those of others
- to explore the effect of differences in development on the quality of life of different groups of people
- to produce a written or verbal report
- Use the DCR framework to help pupils identify the effects of globalisation on the factory workers at the start of the chain. Ask them to present this as a poster and to add it to the display. Pupils may be asked to do a DCR activity for their own place in the chain and compare their findings.
- Help pupils to explore the impact of a break in the chain, *eg resulting from a reduction in demand for the product, a strike at the factory producing the item in an LEDC or the closure of a chain of stores which sells the product in an MEDC*.
- Organise the pupils into new groups, in which each pupil retains the role from the previous role-play activity. New groups will then have a person representing each part of the production chain. Give out role cards to help remind them of their role. Ask each pupil to consider the effect of the break in the chain on their own role, share their ideas as a group, and then present their findings either by writing a newspaper report or by taping a radio report. They should include interviews with each person to consider all points of view. Weaker writers may need more structured help for writing or be encouraged to produce an audio report in small groups.

- use a DCR exercise to evaluate the impact of change upon different groups of people
- produce a clear, formal report

- The DCR can be used to explore questions about the natural, economic, social and political aspects of globalisation.
- Six groups of five are recommended for this sharing activity.
- Pupils may need reminding that the report must be objective, formal and impersonal.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Who are the winners and losers in the globalisation process? Is this fair?

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| <ul style="list-style-type: none"> • to use secondary sources of evidence in their research • to discuss and debate issues as a whole class • to consider the effects of differences in development on the quality of life of different people • to make links between globalisation and levels of development | <ul style="list-style-type: none"> • Discuss with pupils who are the 'winners' and 'losers' in the globalisation process. Refer to the display materials generated so far and the case study example studied, and ask pupils, in groups, to brainstorm ideas about the future of trading and how inequalities can be tackled. Ask them to share their responses with the whole class. • Use the information about the factory worker to get pupils to complete a 'justice trail' activity. Pupils may use a table to compare the similarities and differences between their lives and those of the factory workers. • Ask pupils to research ideas about fair trading, monitoring production in LEDCs, codes of conduct for the workplace and recycling schemes using textbook materials, leaflets, newspaper articles, video or audio presentations and the internet. Remind pupils of questions they need to ask as they examine the material, eg <i>What is it called? Who wrote/assembled it?</i> • Ask pupils to design a 'flyer' using a word-processing or desktop-publishing package, to publicise the issue they have just researched. | <ul style="list-style-type: none"> • identify how globalisation benefits some groups of people rather than others • use ICT to deliver an appropriate message to a specific audience, eg <i>produce a 'flyer' to publicise the issue of fair trading</i> | <ul style="list-style-type: none"> • Use a flip chart to summarise the group's findings and identify winners and losers. • The 'justice trail' can be found in many DEC publications. • Fair trade leaflets and codes of conduct can be used to produce the 'flyer'. An alternative to this activity might be a presentation to the class. • Language for learning: this research activity provides an opportunity for pupils to recognise the author's viewpoint and how it affects the meaning of what they read. • For more detail on this activity, refer to a similar exercise in unit 12, 'Images of a country'. • ICT: a word-processing or desktop-publishing package could be used to produce the 'flyer' to publicise the issue of fair trading. |
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What might the future be like?

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| <ul style="list-style-type: none"> • to justify orally or in writing a personal opinion about issues • to appreciate the world as a global community and the political, economic, environmental and social implications of this • to explore the idea of sustainable development and its implications | <ul style="list-style-type: none"> • In preparation for a synthesising piece of formal objective writing, pupils could be asked first to decide and present their own views on globalisation as the text of a speech to be read to the class. This would be a first person account requiring them to refer to facts and evidence, but allowing for opinion and emotive response as well. • Following presentation of a selection of speeches, help pupils to pull together the various viewpoints and evidence to plan a piece of extended writing which: explains what globalisation is and what its effects are; considers the extent to which effects are good or bad; makes predictions for the future; and considers the issue of sustainable development. This should be formal writing, and pupils' attention should be drawn to the differences between their first person speech and their third person overview account. | <ul style="list-style-type: none"> • use extended vocabulary correctly • express their own opinion about the globalisation process and the future of world trade, supported by appropriate facts and evidence • write an impersonal overview of the state of globalisation, and possible future developments including sustainable development | <ul style="list-style-type: none"> • The display should now be complete! • Language for learning: this activity provides pupils with an opportunity to write closely argued text, where precise links and connections are made within sentences. • Pupils can be reminded of earlier formal impersonal writing, as in unit 15 'Crime and the local community'. |
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