SWEATSHOP RELAY. THE ESSENTIAL GUIDE

GET INVOLVED AND FIND OUT WHAT IT REALLY TAKES TO MAKE THE CLOTHES THAT YOU WEAR – AND RAISE MONEY TO HELP THE PEOPLE TRAPPED IN THIS INDUSTRY.

Sweatshop Relay: noun. 'a process of non-stop item construction through which the injustices of today's garment industry may be represented.'

Labour Behind the Label

Clean Clothes Campaign

Labour Behind the Label

Clean Clothes Campaign

Welcome to the SWEATSHOP RELAY resource pack

Be active, feel empowered, educate others.

At times it can feel as though we are powerless to stop the injustices that are taking place in the fashion industry, particularly as they seem to be in the hands of large multinationals and taking place in countries very distant from our local shopping centre.

Do not underestimate the power of education! As consumers, we have a massive influence over the international brands producing our clothing. With the right knowledge, we can make educated decisions, and inform the brands that we are making them. And today's Textiles students may well become the fashion designers and buyers of the future. The Sweatshop Relay is designed to use practical action to inform, educate and inspire. It aims to encourage participants to think about the ethical issues inherent in the fashion industry, and what we can do to change them.

This pack includes all the resources you need to stage a one-day sweatshop in your school or youth group. Ideally students would take part in planning the project themselves: first learning about sweatshops, then planning the Relay event, then carrying it out, and finally reflecting on the experience. This pack includes four lesson plans that follow this structure. If you have less time available, however, you can use our pre-written plans, posters and informational resources to put on a Relay instantly.

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How it works

The Sweatshop Relay is an event that involves groups/classes undertaking a day of constant 'garment manufacture' in a relay format. The event should raise awareness of the conditions that many garment workers are living in, and raise funds for Labour Behind the Label to continue their work.

The Relay structure given in this pack is aimed at AS Product Design: Textiles classes. However, the Sweatshop Relay idea can be adapted depending on class size and ability. It is important that the participants are at least competent when using a sewing machine, so that the focus of the day is the challenge of producing multiple items, not the difficulty of sewing itself.

The Sweatshop Relay pack includes a Powerpoint presentation which is shown at the beginning of the project, introducing the idea of the relay and exploring the issues that make it necessary. Notes are provided so that the teacher can give this presentation, but an LBL staff member may be able to visit your school and hold this presentation for you – check with LBL for times and dates (contact details are at the bottom of the previous page).

Depending on how involved students are with managing the project, and the time available, lessons can then be allocated to product design and planning.

The Sweatshop Relay event should ideally take place over a whole day (6-8 hours) in order to experience, in some small part, the strain that repetitive work and long hours can cause. After the day is over the students reflect on their experience and what they have learnt. Students who have taken part in the Sweatshop Relay have said it opened their eyes to the issue of sweatshops and human rights issues in the fashion industry, and some wrote about the experience in their UCAS personal statements when applying for university.

Labour Behind the Label

Labour Behind the Label is a campaign that supports garment workers' efforts worldwide to improve their working conditions, through awareness raising, information provision and encouraging international solidarity between workers and consumers.

Workers across the world producing garments for the UK fashion market face a daily grind of excessive hours, forced overtime, lack of job security, poverty wages, denial of trade union rights, poor health, exhaustion, sexual harassment and mental stress.

This is unacceptable, and everyone with a stake in the garment industry has a responsibility to improve working conditions. Workers can join together and demand better rights; consumers can take ethics into account in their shopping and lobby garment companies to do better; governments can defend workers' rights through legislation and clothes producers and retailers – especially the big brands at the top of the supply chain – can take steps to ensure their workers are treated fairly. Labour Behind the Label tries to make all this happen.

LESSON PLANS

Labour Behind the Label

Clean Clothes Campaign

LESSON PLAN – LESSON 1: Introduction

<table>
<tr><td colspan="2">Individual Lesson Plan

INTRODUCTION TO SWEATSHOPS</td><td>Name:
Placement:
Lesson Topic: Sweatshops</td><td>Date:
Class:</td></tr>
<tr><td colspan="2">Learning Objective(s)</td><td colspan="2">Targeted Support/LSA/Personalisation/differentiation/APP

Grouping & Layout</td></tr>
<tr><td colspan="2">For pupils to gain awareness and understanding of issues of human rights and power structures in the global garment industry</td><td colspan="2">Differentiation: Students who need more advanced activities may want to consider the following questions:
- Why do the British public buy sweatshop-made products?
- Most of the workers in sweatshops are women. Why could this be? Is it a good thing?
- Have sweatshops ever existed in the UK? Why do they not exist here anymore?

Students who find the tasks extra challenging may find it easier to focus on a specific product or country. A range of fact sheets are available from http://fashioninganethicalindustry.org/resources/factsheets/</td></tr>
<tr><td colspan="2">Learning Outcome (s)</td><td>Connection to unit of work</td><td>Equipment & Resources</td></tr>
<tr><td colspan="2">Notes form group activity and presentation.</td><td></td><td>Powerpoint presentation from Sweatshop Relay resource pack

Whiteboard and pens</td></tr>
<tr><td>Time</td><td>Sequence of Objectives
Why are they doing it?</td><td>Activities & Outcomes
What are they doing?</td><td>Organisation & Interaction
How are you organising it?</td></tr>
<tr><td>5 mins</td><td>Establishing a personal link to the issues we're going to cover today</td><td colspan="2">STARTER: Ask the students to look at the labels in their own clothes. Where were your clothes made?</td></tr>
<tr><td>40 mins</td><td>Giving students a factual and interesting introduction to the issues</td><td colspan="2">PRESENTATION INCLUDING SHORT FILM AND GROUP ACTIVITY.
Teacher delivers the intro presentation on sweatshops – the powerpoint presentation and notes are included in the Sweatshop Relay resource pack.</td></tr>
<tr><td>5 mins</td><td>Summarising learning points and drawing conclusions</td><td colspan="2">Students debate: what have we learnt today? Are current production patterns and pay allocations fair?</td></tr>
<tr><td colspan="2">Homework/Next Lesson</td><td>Assessment for Learning</td><td>Sanctions & Rewards</td></tr>
<tr><td colspan="2">Planning a one-day Sweatshop Relay in the school.</td><td>Assessment can be based on participation in 'A Day in the Life' game and final plenary.</td><td></td></tr>
</table>

LESSON PLAN – LESSON 2: Planning the event
(continued overleaf)

<table>
<tr><td colspan="2">Individual Lesson Plan

PLANNING THE SWEATSHOP RELAY</td><td>Name:
Placement:
Lesson Topic: Planning a Sweatshop Relay event</td><td>Date:
Class:</td></tr>
<tr><td colspan="2">Learning Objective(s)</td><td colspan="2">Targeted Support/LSA/Personalisation/differentiation/APP

Grouping & Layout</td></tr>
<tr><td colspan="2">For pupils to plan the Sweatshop Relay event, thereby feeling ownership of it, taking part in shaping it, and grasping the practical details of it.</td><td colspan="2">Differentiation:
Students who need more advanced activities could focus on planning the more challenging aspects of the process, such as detailing what patterns, materials and tools are needed, as well as how the steps on the production line should be split up.

Students who find the tasks extra challenging may find it easier to focus on more fundamental questions such as which room(s) would be suitable for the event, how the furniture in the room should be organised and what the rules should be that workers must adhere to.</td></tr>
<tr><td colspan="2">Learning Outcome (s)</td><td>Connection to unit of work</td><td>Equipment & Resources</td></tr>
<tr><td colspan="2">Complete Sweatshop Relay plan

Letter to take home to parents (there is a sample letter in the Sweatshop Relay pack).</td><td></td><td>Papers and pens
Whiteboard
A list of resources and equipment available in the school's textiles department</td></tr>
<tr><td>Time</td><td>Sequence of Objectives
Why are they doing it?</td><td>Activities & Outcomes
What are they doing?</td><td>Organisation & Interaction
How are you organising it?</td></tr>
<tr><td>10 mins</td><td>Feeling inspired by watching a successful example of the project we are about to embark on</td><td colspan="2">STARTER. Watch the 3-minute film of the Sweatshop Relay day at William de Ferres school in Exeter. Discuss impressions among the class.</td></tr>
</table>

<table>
<tr><td>40 mins</td><td>Understanding and shaping the project</td><td colspan="2">PLANNING THE EVENT. First decide together what product you are going to make. You may then want to divide the class into smaller sub-groups focusing on specific aspects of the event. These are some questions you may need to discuss:

The space:
• What room or space can you do it in?
• Do you need to prepare the room to make it look and work like a sweatshop? For example, rearrange tables, chairs, sewing machines...
• How much time will you need to leave for tidying up the room at the end of the day?
• What machines, tools and resources do you need? Sewing machines, scissors, pins, etc.

The product:
• What materials do you need? Fabric, thread, etc.
• How should the different tasks on the production line be split up? (A suggestion for the reversible bag is included in the Sweatshop Relay resource pack)
• Should there be a target for how many items to produce during the Sweatshop Relay day? (If you reach your target before the day is over you could always increase it as the day progresses.)
• How much will you sell the product for?

The 'workers':
• For how many hours and between what times are you going to run the Sweatshop Relay?
• Should one person do the same task all day or should you swap tasks half way through the day?
• What rules do you want the workers to abide by in your sweatshop? (Examples common in real life sweatshops include no talking, no toilet breaks, only half an hour lunch break. Breaks and chattering slow down the production speed which is why they are not allowed.)</td></tr>
<tr><td>10-20 mins</td><td>Summarising the plan and drawing conclusions</td><td colspan="2">PLENARY. Gather back together and feed back what each group has come up with.</td></tr>
<tr><td colspan="2">Homework/Next Lesson</td><td>Assessment for Learning</td><td>Sanctions & Rewards</td></tr>
<tr><td colspan="2">Carrying out the Sweatshop Relay day.</td><td>Level of participation and contribution to Sweatshop Relay plan.</td><td></td></tr>
</table>

LESSON PLAN – LESSON 3: The Sweatshop Relay Event

<table>
<tr><td colspan="2">Individual Lesson Plan

THE SWEATSHOP RELAY</td><td colspan="2">Name:
Placement:
Lesson Topic: Sweatshops</td><td>Date:
Class:</td></tr>
<tr><td colspan="2">Learning Objective(s)</td><td colspan="3">Targeted Support/LSA/Personalisation/differentiation/APP

Grouping & Layout</td></tr>
<tr><td colspan="2">For pupils to carry out their plans and gain insight into workers' conditions in sweatshops.</td><td colspan="3">Differentiation: Steps on the production can be divided up by level of practical difficulty. If one or two students feel they lack textiles production skills (e.g. find it hard to use sewing machines or scissors) they can take on the role of factory manager, i.e. ensuring the sweatshop rules are enforced and workers do not take unauthorized breaks or slack off.

It also helps to have someone taking photos of the event, keeping track of counting the completed garments, and explaining to passers-by what's going on.</td></tr>
<tr><td colspan="2">Learning Outcome (s)</td><td colspan="2">Connection to unit of work</td><td>Equipment & Resources</td></tr>
<tr><td colspan="2">Garments, photos of the day, completed on-the-day evaluation forms.</td><td colspan="2"></td><td>Follow your own production plan: who is doing what and with what equipment?

Whiteboard and pens to keep track of how many garments have been produced.

Completed photo consent forms from parents.

Camera to take photos/videos.

Blank on-the-day feedback forms.</td></tr>
<tr><td>Time</td><td>Sequence of Objectives
Why are they doing it?</td><td colspan="2">Activities & Outcomes
What are they doing?</td><td>Organisation & Interaction
How are you organising it?</td></tr>
<tr><td>10 mins</td><td>Getting students focused and motivated.</td><td colspan="3">STARTER. Go through the aims of today: write the target number of garments you want to produce on the whiteboard and remind students why this event is important and amazing.

Go through the rules they have to stick to in the sweatshop and make sure everyone knows what their role is.</td></tr>
<tr><td>6-8 hours</td><td>Carrying out the event plan to gain understanding of sweatshops.</td><td colspan="3">Get to work, try to work at a consistently high intensity throughout the whole day.</td></tr>
<tr><td>15 mins</td><td>Reflecting on today's experiences and summarising the learning points.</td><td colspan="3">Complete the on-the-day evaluation form (which is provided in the Sweatshop Relay pack) individually. Then gather together and discuss briefly how the students feel and why.</td></tr>
<tr><td colspan="2">Homework/Next Lesson</td><td colspan="2">Assessment for Learning</td><td>Sanctions & Rewards</td></tr>
<tr><td colspan="2">Evaluating the event in the next lesson.</td><td colspan="2">Assessment can be based on level of participation,and on insight evidenced in the evaluation form.</td><td></td></tr>
</table>

LESSON PLAN – LESSON 4 – Evaluation and follow-up

(continued overleaf)

<table>
<tr><td colspan="2">Individual Lesson Plan

EVALUATING AND LOOKING AHEAD</td><td>Name:
Placement:
Lesson Topic: Evaluating the Sweatshop Relay and asking what to do next</td><td>Date:
Class:</td></tr>
<tr><td colspan="2">Learning Objective(s)</td><td colspan="2">Targeted Support/LSA/Personalisation/differentiation/APP

Grouping & Layout</td></tr>
<tr><td colspan="2">For pupils to evaluate the Sweatshop Relay event – thereby analysing their own learning outcomes and processing their experiences – and asking what to do next.</td><td colspan="2">Differentiation:
Students who find the topic challenging may need more teacher support whilst other students can discuss the suggested questions below more independently.</td></tr>
<tr><td colspan="2">Learning Outcome (s)</td><td>Connection to unit of work</td><td>Equipment & Resources</td></tr>
<tr><td colspan="2">Evaluation notes. Optional completed Labour Behind the Label action postcards.</td><td></td><td>Computer and projector to view photos of the Sweatshop Relay

Papers and pens

Whiteboard

Optional action postcards can be ordered from Labour Behind the Label, see below.

Optional informational resources available from the Labour Behind the Label website, see below.</td></tr>
<tr><td>Time</td><td>Sequence of Objectives
Why are they doing it?</td><td>Activities & Outcomes
What are they doing?</td><td>Organisation & Interaction
How are you organising it?</td></tr>
<tr><td>5 mins</td><td>Feeling a sense of personal achievement by having done the Sweatshop Relay and feeling personally attached to the project</td><td colspan="2">STARTER: Look at photos from the Sweatshop Relay event. Show a figure of how many products were made and how many have hitherto been sold, and how much money has been made (or will be made once all products have been sold).</td></tr>
<tr><td>15 mins + 10 mins to feed back at end</td><td>Evaluating the Sweatshop Relay experience and its greater effect on the students</td><td colspan="2">EVALUATING THE EVENT. The students should already have completed an on-the-day evaluation form at the end of the Sweatshop Relay day – that form covered more practical questions. This lesson is an opportunity to discuss the bigger life questions the event might have brought up.
You may want to divide the class into smaller groups of 4-5 students and discuss the following questions, feeding back either as a group or individually.
• How do you feel about sweatshops now you've done the Relay?
• Has the Relay changed the way you think about clothes in any way?
• Have you told anyone about the Relay? What did you tell them? What was their reaction? Who would you like to tell about it that you haven't yet?
• Would you buy sweatshop-made clothes again?</td></tr>
</table>

15-25 mins + 10 mins to feed back at end		LOOKING AHEAD. Go back into groups and discuss questions about where to go from here – for example: • Where can you buy clothes that are guaranteed sweatshop-free?* • If you do buy clothes made in sweatshops, is there anything you can do to tell the companies you are buying from to improve working conditions? • Regardless of where you buy your clothes, what can you do to help garment factory workers fight for their rights? • Do you want to take action? If yes, when and how?** *Generally speaking, avoiding high street brands and turning instead to small explicitly sweatshop-free brands is the best way of minimising impact. Alternative brands who pride themselves on strong anti-sweatshop policies include Greenfibres, Bishopston Trading, People Tree, No Sweat, Ethletic, Adbusters Backspot amongst others. Bear in mind, though, that as there is no benchmark in the fashion industry it is impossible to be entirely sure of a brand's credentials despite their best intentions. Information about different retailers and brands can be found in Ethical Consumer Magazine which rates many brands' 'ethiscore': www.ethicalconsumer.org. Labour Behind the Label also publish an annual report on high street brands entitled Let's Clean Up Fashion, available from http://www.labourbehindthelabel.org/resources/item/download/22 **For ideas on how to take action to positively improve the fashion industry, Go to the LBL homepage www.labourbehindthelabel.org and press the 'ACT' button or see the LBL website's action resource section at: http://www.labourbehindthelabel.org/resources/itemlist/category/200-action-materials Labour Behind the Label can send you action cards which are postcards containing pre-written messages to UK high street brands asking them to improve working conditions and wages. They are also addressed, so all you and your students would have to do is sign them with your names and send them off in the post. To order action postcards, e-mail info@labourbehindthelabel.org.	
Homework/Next Lesson		**Assessment for Learning**	**Sanctions & Rewards**
Optional activism plan.		Level of participation and contribution to discussion, written reflection and optional activism plan	

BEFORE THE EVENT (LESSON 1 AND 2 RESOURCES)

Labour Behind the Label

Clean Clothes Campaign

Background Information about sweatshops

In order to minimise costs and maximise profits, production of clothes often takes place in countries where labour is cheap and regulations are loose. This includes many of the world's poorer countries such as Bangladesh, India, Sri Lanka, China, Turkey, Bulgaria, Thailand, Indonesia, Pakistan and Cambodia. Manufacture is contracted out through a 'supply chain' of buyers, factory managers and sub contractors who manage manufacture, finishing and packaging.

In many countries those who can get jobs in garment factories are considered lucky, and young girls leave their families in rural areas to travel hundreds of miles in search of such work. Yet the reality when they arrive is tough. Workers across the world face a daily grind of excessive hours, forced overtime, lack of job security, poverty wages, denial of trade union rights, poor health, exhaustion, sexual harassment and mental stress. Even in factories which on the surface look clean and modern, workers are often deprived of their internationally-recognised basic rights.

Poverty Wages

In Bangladesh the minimum wage is 1,622 taka – just a sixth of what a worker needs to be able to feed herself and provide for her family. Minimum wages are set by governments in the midst of fierce competition for multinational investment. As a result these are often well below a government's own poverty levels, and way below what is needed for a worker to live a decent quality of life. Workers often have to choose between buying food, educating their children or paying for medicine.

As the big brands seek to increase sales in the economic crisis, they cut prices putting suppliers under greater pressure to cut production costs. They might mean outsourcing production to households where cheap labour and child labour are evident.

A Living Wage is defined by Labour Behind the Label as enough to cover basic costs for a worker and his/her family, where a family consists of 2 adults and 2 children. Basic costs include food and non-food costs such as clothing, housing and utilities, necessary travel, healthcare, social security, education, and a small amount of savings. This wage should be achieved in a standard working week of no more than 48 hours, before overtime and deductions.

Excessive hours and forced labour

"None of us have time to go to the toilet or drink water. Even so, we are working without rest and are always afraid of not working fast enough to supply soles to the next production line."
– Worker making New Balance shoes, China

Clothing companies as global players have the power to demand that supplier factories cut their prices, speed up manufacturing, and meet demands for 'flexible' production and delivery. So, when large factory orders come in with short turnaround times, workers are often made to work 12–16 hour shifts. If they refuse, they risk losing their jobs. A seven-day working week is becoming the norm in the peak season, particularly in China, despite legal limits on paper. The majority of garment workers (over 75%) are women. Due to the long hours they are made to work, family life and children are often neglected.

Workers are, furthermore, often forced into work by manufacturers holding back pay during busy periods to ensure that workers can't resign, or by employers keeping hold of worker identification papers and refusing to return them.

Denial of trade union rights

The freedom to join a trade union and bargain collectively is a human right, as defined by the UN Universal Declaration, but it is widely opposed throughout the garment industry. Although this right is enshrined in many codes of conduct, employers often harass and discriminate against workers who choose to form or join a trade union, and workers refrain from participating because they are afraid that having trade union membership will threaten their jobs.

Trade is positive

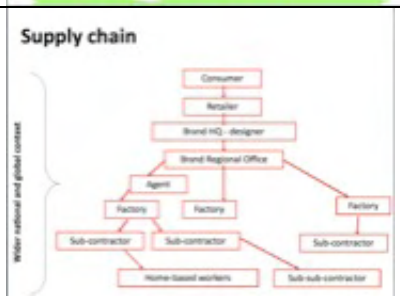
The global garment industry employs workers in countries where jobs are needed most: millions of people work at the bottom of these global supply chains, linking together some of the richest and the poorest people in the world. If there were fair conditions for trade, where workers were given permanent contracts, paid a living wage, and had their rights respected in fair and safe workplaces, millions of people around the globe could be lifted out of poverty. Since labour only accounts for 1% of the total cost of a garment, even doubling wages would make only a small dent in the profits of multi-national companies. Foreign investment does not have to mean exploitation.

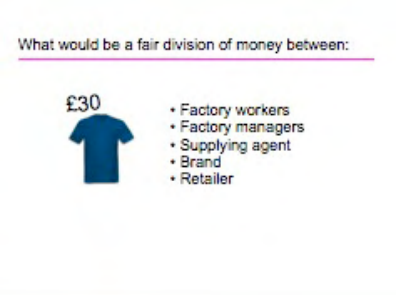
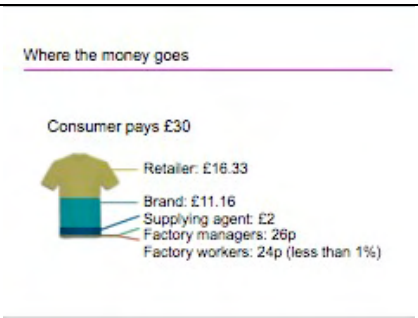
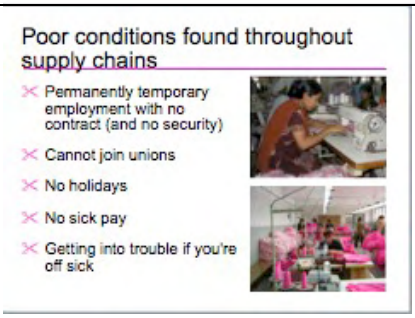
Powerpoint presentation and notes

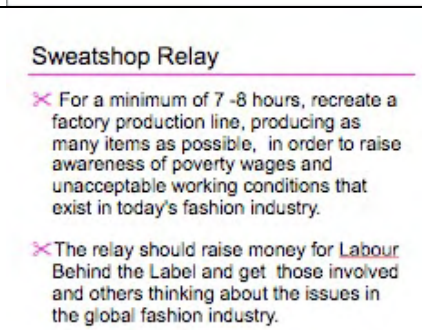
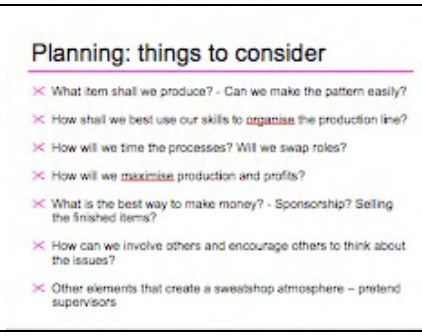
A finished presentation, including an online video and group activity, is attached to the e-mail you were sent by Labour Behind the Label.

This is an overview of the presentation and descriptions of what each slide is about.

	Welcome to the Sweatshop Relay intro presentation!
	Ask the students to look in their clothes – where were they made? Even if they are wearing uniforms they are likely to be from different countries. (You will most likely find that these countries are in South-East Asia, the Middle East and South-East Europe. Popular countries include China, Indonesia, India, Thailand, Taiwan, Turkey, Cambodia, and Bangladesh.) Then ask whether they think the clothes were designed and thought up in those same countries. (As they will probably guess, most clothes we buy are designed in richer parts of the world such as the USA and Western/Central Europe.)
	The students can probably guess that the right answer is C, which is a shockingly low amount. It should be noted that £12 buys a lot more in a country like Bangladesh were everything is cheaper, but this is not a good enough argument for having such low wages. As research shows, an average person (supporting a family of 2 adults (e.g. themselves plus an elderly relative) and 2 children) needs about £80 per month to survive. In other words, even if it's cheaper to live in Bangladesh than in the UK, Bangladeshi sweatshop workers still get paid way too little.
	Ask the students to shout out materials and processes that you need in order to make a shirt. What they should be saying is things like: Design, raw materials (cotton, plastic for buttons), dyes, sewing and other manufacturing, shipping and transport, business management, human resources management, marketing and advertising, retail. Write down what the students say on the whiteboard.

	This is a map of where the different production steps are located. The different steps tend to be spread out between different countries.
	This is a simplified diagram of how the manufacturing of a shirt works. The Retailer is located in your local area, the brand HQ/designer is most likely to be in London or another major city. The Brand regional office is most likely in a major city in the producer country (for example India or Indonesia), and all other subsequent steps on the supply chain are more and more localised in those countries. The point here is that it is generally no longer the case that brands own their own factories and get all their clothes made in the same place. Rather, brands go to an agent and ask them to find a selection of cheap raw materials and a selection of factories that can manufacture the garments at the lowest possible cost and to a tight deadline. In other words, the brands get factories to outbid each other in a race to the bottom, to offer the lowest possible price. This bidding process happens for each separate design, so business relationships between factories and brands are constantly temporary. The high street brand goes to an agent and asks them to find a factory that can sew their garment to a low cost. Agents may first contact some factories which they know well and have worked with before, and which may be able to offer a cheap price for the order. Often however, one factory isn't big enough to take on the whole order itself, so orders are often split between many different factories. For fear of losing the entire order, factories sometimes take on bigger orders than they have capacity for. To be able to reach their target, they go to a subcontractor (which may be a smaller factory) and order the shortfall from them. This subcontracting can happen several times over, and sometimes home workers sewing on rented sewing machines in their own homes are employed to help factories make up their target.
	GROUP ACTIVITY: Divide the class into groups of 5 (or as near to 5 as possible). Now show them this simplified summary of steps in the production process of a t-shirt.

	Assign one member of each group one of these roles (i.e. one person gets to be the factory worker, one person the brand, one person the supplying agent, etc). Ask the groups to spend 5 minutes discussing internally how the £30 which the t-shirt is sold for, should be distributed between them. Tell them not to try and second-guess what the different actors actually get, but simply to focus on what would be a *fair* division. Gather back in the full group and feed back what the different groups thought.
	This is a diagram of a typical example of what the different actors really get. (Please note the exact figures vary from case to case, but this is a typical example in Indonesia.) As we have seen, 24p goes a longer way in a country like Indonesia, but it still does not amount to a high enough wage to live on. The interesting point about this diagram is to show how little of their profits brands and retailers could give up in order to make a huge difference to factory workers' lives.
	This video is available from our Youtube channel. It is an interview with a Primark worker whom Labour Behind the Label paid to visit Britain to talk about her experiences of working in a sweatshop. Thanks to heavy lobbying by her union, supported by Labour Behind the Label, Shuma's situation improved, but many people are unable to join unions and demand better working conditions.
	A summary of poor working conditions found in many garment factories. The main point here is that factories are under such enormous pressure to produce at a very low cost and short time – this constant corner-cutting is what makes working conditions so bad. The constantly temporary nature of business deals between brands and factories means factories are always vying for the brands' custom.
	A continuation of the previous slide. That managers shout and act aggressively is very much linked to the fact that they constantly work to a tight deadline and a tight budget which makes them stressed – it is not because they are bad people! A note on child labour: it does still occur, but not as much as it once did. Campaigners internationally have lobbied brands for

	the past 15 years to stop using child labour and many campaigning successes have been had. It is hard to know to what extent child labour is still used, but the awareness of it is relatively high for consumers, and most high street brands now have relatively effective anti-child labour policies.
	A short list of benefits garment factories bring (or could bring, if they had better working conditions and strong unions) to poor countries.
	About Labour Behind the Label. For more info see our website: www.labourbehindthelabel.org.
	Introduce the idea of a sweatshop relay.
	
	

The Sweatshop Relay Process Plan: The William de Ferrers Reversible Bag

This plan has been successfully used during a Sweatshop Relay to produce a reversible bag.
The bag pattern was designed by the students themselves and is very simple: 41cm wide and 39cm tall, in one piece but with two straps attached to the top. The pattern for this bag is available as a PDF document and was e-mailed to you along with this Sweatshop Relay pack.

Each process should be carried out by a different member of the team. However, some shorter processes allow some members to do more than one stage.

1) Using the pattern, cut out all bag, strap and lining pieces.

2) Sort into piles with matching pieces for the outer bags and lining, and outer straps and linings.

3) Sew lining bag pieces with right sides together, leaving a 12cm gap at the bottom for turning through.

4) Repeat stage 3 with the outer bag pieces, without leaving the gap.

5) Make up the straps by placing the lining fabric and outer fabric right sides together, and stitching 1.5cm from the edge around the strap, leaving the bottom open. Turn the strap through this bottom opening.

6) Press straps

7) Stitch the corners of the bag by bringing the side seam and the base seam together and stitching 5cm down.

8) Repeat stage 7 with the lining of the bag.

9) Pin straps on right side of outer bag and place lining over the top – matching right side of lining to right side of outer and therefore enclosing the straps.

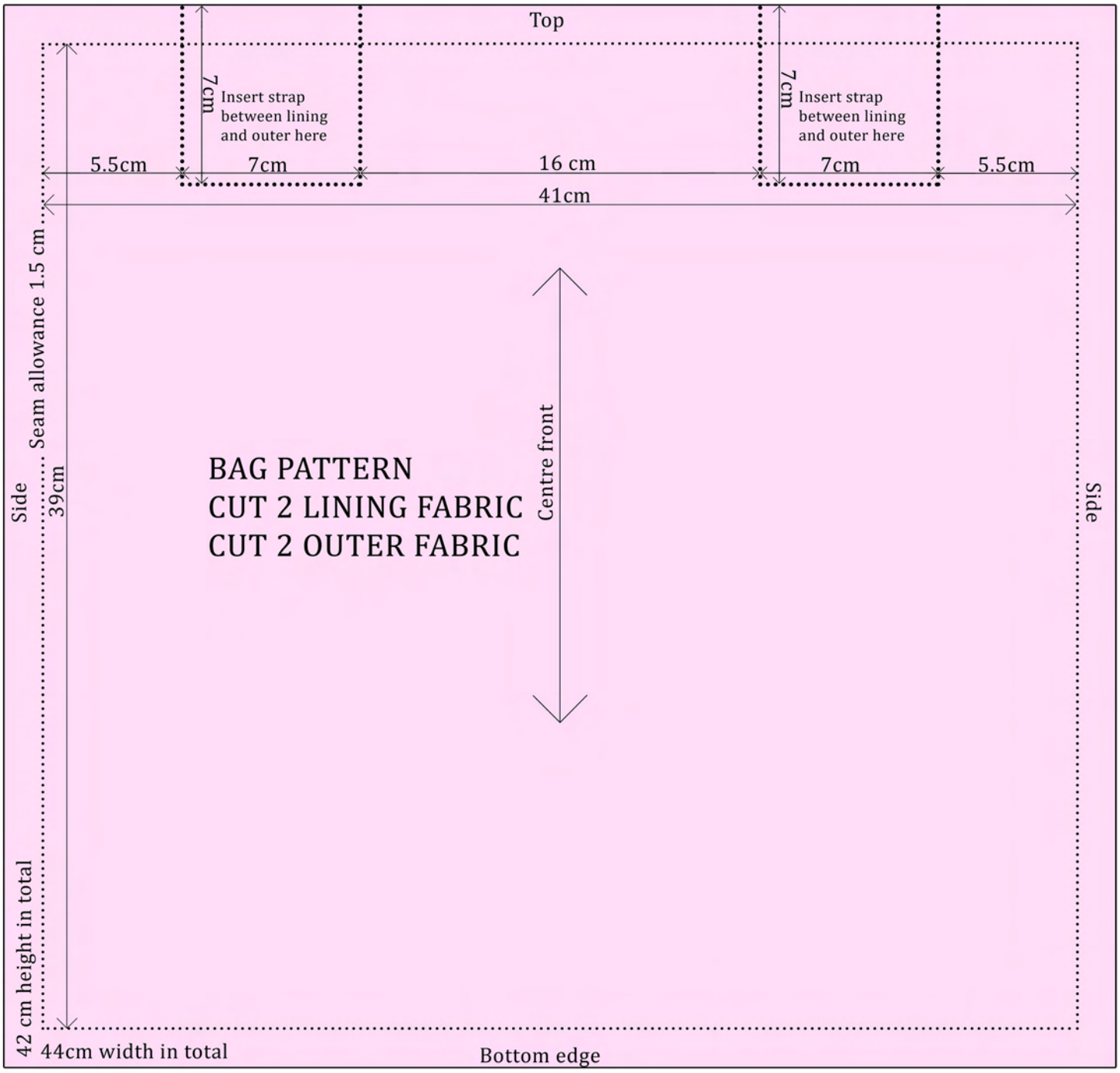
10) Stitch all the way round the top of the bag, which holds the straps in place.

11) Turn through and stitch up lining hole. Quality control and press final product.

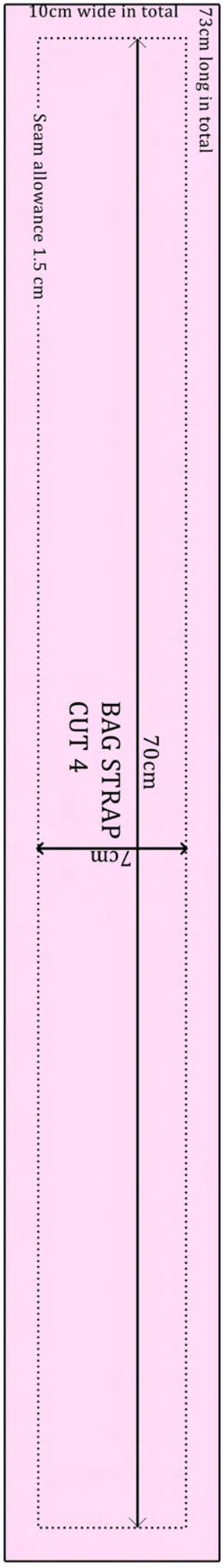
12) Making and attaching labels.

Short processes should take 2 minutes. Stitching the lining, the outer fabric, making straps and stitching the corners should take 3 minutes. Assembling the bag and finishing may take slightly longer.

Scaled-down bag pattern



Scaled-down strap pattern



Labour Behind the Label

Clean Clothes Campaign

WE ARE HOLDING A SWEATSHOP RELAY

PLEASE COME ALONG AND SHOW YOUR SUPPORT FOR GARMENT WORKERS WORLDWIDE.

WHEN:

WHERE:

Sweatshop Relay Project

Dear Parent/Guardian,

Your child is taking part in a project at school aimed at raising awareness of the use of sweatshops in the clothes industry and raising funds for charity. On …../…../….. we will be staging a one-day sweatshop where your child and other students will be producing a textile product on a production line for 6-8 hours, to try and get a flavour of what it's like to work in an exploitative garment factory.

Many high-street retailers sell clothes that are made by workers in factories with appalling conditions, unrealistically low wages, extremely long working hours and where workers – most of whom are women – face harassment and mental stress. In many cases less than 1% of the cost of a garment goes to the workers who made it, so raising wages and improving working conditions would make only a small dent in the profits of multi-national retailers and brands.

The Sweatshop Relay project aims to raise awareness of these issues, as well as raise funds for Labour Behind the Labour, which is an organisation that campaigns for workers' rights in the garment industry. The students are leading the planning and organisation of this event, deciding what to produce and how; what rules to abide by (for example, 'no talking', 'no toilet breaks', which is common in the sweatshop world), and how to sell the product they have produced afterwards to raise funds for Labour Behind the Label.

Students who have taken part in this project in other schools in the past said the Sweatshop Relay opened their eyes to the issue of sweatshops and gave them an increased understanding of the fashion industry. Some went on to write about the experience in their personal statements for UCAS when applying for university, since the project gave them an increased awareness of international issues of human rights, business practises and global poverty.

If you have any questions or queries about this project, please contact ……

For more info about Labour Behind the Label and sweatshops, visit www.labourbehindthelabel.org.

Many thanks.

Labour Behind the Label
Clean Clothes Campaign

Sweatshop Relay

PHOTO CONSENT FORM

We will be taking photos and videos of the Sweatshop Relay event – these will be used by the school and Labour Behind the Label to tell the public that this amazing project is happening. It might be used on the school's website, in press releases to local newspapers, or in Labour Behind the Label's newsletter.

Are you happy for pictures to be taken of your child in action during the sweatshop relay?

YES ☐ NO ☐

Signed ……

Print name …… Date ……

a: 10 - 12 Picton Street, Bristol, BS6 5QA t: 0117 944 1700 e: info@labourbehindthelabel.org
w: www.labourbehindthelabel.org

DURING THE EVENT (LESSON 3 RESOURCES)

Labour Behind the Label

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WE ARE SELLING THE FINISHED ITEMS TO RAISE MONEY FOR LABOUR BEHIND THE LABEL, WHO DEFEND THE RIGHTS OF GARMENT WORKERS WORLDWIDE.

PLEASE ASK IF YOU WOULD LIKE TO MAKE A PURCHASE OR A DONATION.

Sweatshop Relay: noun. 'a process of non-stop item construction through which the injustices of today's garment industry may be represented.'

Labour Behind the Label

Clean Clothes Campaign

SWEATSHOP RELAY: HERE TODAY!

COME IN AND FIND OUT WHAT IT REALLY TAKES TO MAKE THE CLOTHES THAT YOU WEAR – AND RAISE MONEY TO HELP THE PEOPLE TRAPPED IN THIS INDUSTRY.

Sweatshop Relay: noun. 'a process of non-stop item construction through which the injustices of today's garment industry may be represented.'

Labour Behind the Label

Clean Clothes Campaign

NO TALKING.

WORKERS ARE NOT PERMITTED TO TALK ON THE PRODUCTION LINE, FOR FEAR OF SLOWING DOWN THE PRODUCTION PROCESS.

" I'm exhausted to death now...The two of us have to glue 120 pairs of shoes every hour. We are working without rest and are always afraid of not working fast enough to supply shoes to the next production line."

- Worker in Dongguan, China.

Labour Behind the Label

Clean Clothes Campaign

OVERTIME IS COMPULSORY.

OFTEN, GARMENT WORKERS ARE NOT PAID FOR THE EXTRA WORK THEY DO, OR ARE THREATENED WITH DISMISSAL IF THEY REFUSE IT.

" At times it gets unbearable and I cry. After a while I have to put (sic) myself together because there is no other way, I must keep working."

- Kusum - a factory worker in Bangladesh.

Labour Behind the Label

Clean Clothes Campaign

NO TOILET BREAKS DURING WORKING HOURS.

ANY WORKERS WHO DO NOT WORK FAST ENOUGH FOR THEIR PRODUCTION LINE MAY FACE LOSS OF EARNINGS OR DISMISSAL.

NOT GOING TO THE BATHROOM REGULARLY CAN CAUSE SERIOUS HEALTH PROBLEMS.

" The supervisors are pressuring and nagging us all the time. We are tired and dirty. Sometimes I don't even have time to go to the toilet or get a drink of water."

- Workers at Yue Yueng factories in China

Labour Behind the Label

Clean Clothes Campaign

HAVE YOU ACHIEVED YOUR QUOTA TODAY?

ANY WORKERS WHO DO NOT MEET THEIR QUOTAS FACE DISCIPLINARY ACTION AND POSSIBLE DISMISSAL.

"They [factory managers] use language I cannot tell you. It makes you feel so dirty that you want to leave the job."

- Woman at a Bangladeshi factory supplying Walmart.

Labour Behind the Label

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Sweatshop Relay Feedback Form

Thank you for taking part in the Sweatshop Relay.
Your comments would be very helpful.

- Did you enjoy doing the Sweatshop Relay? Yes / No

- How did you feel at the beginning of the day?

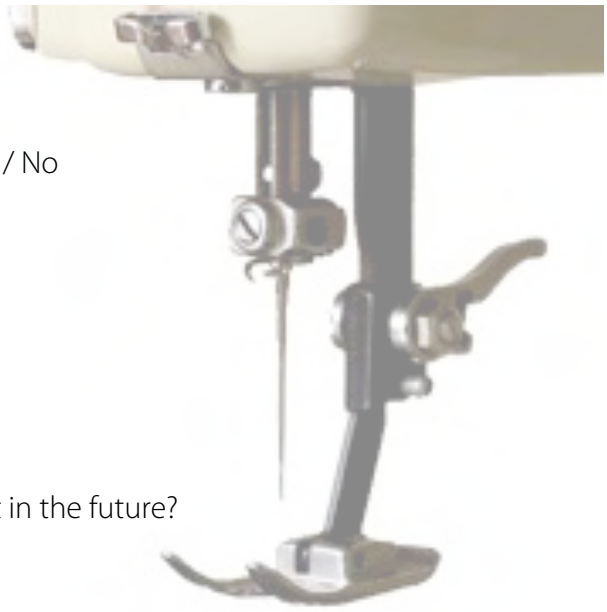
- And how did you feel at the end?

- Do you think your tiredness (if any) was due to…
Please rank the following 1-6 (1 being the most, 6 being the least)

Repetition
Long hours
Heat
Lack of breaks
Speed of work
Working under pressure

- If you were to take part again, would you change anything about the relay? Yes / No
- If yes, what would you change?

- Do you feel you know more about the realities of the fashion industry now? Yes / No
- If yes, what?



- Did it make you think about the lives of garment workers? Yes / No
- If yes, in what way?

- Would you think about this when shopping on the high street in the future?

-What other activities/ events could Labour Behind the Label do to raise awareness further that would interest you?

- Did the relay activity demonstrate the issues more than simply listening to the presentation?

- Was there any other information you would have liked to have learnt about the fashion industry?

- If you would like to stay up to date with Labour Behind the Label's campaigns and receive regular updates, please give your email address.

AFTER THE EVENT (LESSON 4 RESOURCES)

Labour Behind the Label

Clean Clothes Campaign

Labour Behind the Label

Clean Clothes Campaign

This certificate is awarded to

.....

in recognition of their participation in

Labour Behind the Label's

Sweatshop Relay 2011

Signed: Date:

Labour Behind the Label is a campaign that supports garment workers' efforts worldwide to improve their working conditions.

You can order this Sweatshop Relay resource pack from http://www.labourbehindthelabel.org/resources/item/919-sweatshoprelay

a: 10 - 12 Picton Street, Bristol, BS6 5QA
t: 0117 944 1700
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Labour Behind the Label works to improve conditions and empower workers in the global garment industry. We are part of the Clean Clothes Campaign, a coalition of campaigns in 12 European countries with a network of 250 organizations worldwide.
Labour Behind the Label is a not for profit company registered in England, No. 4173634.