

The Shirt Off My Back: A Humane Education Curriculum

An Independent Learning Project
Presented by

Cari Micala

To

Zoe Weil

Faculty Advisor

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Abstract

This Independent Learning Project includes a high school level course designed for independent study, distance, or online learning entitled, “The Shirt Off My Back”. The course takes an everyday object, the t-shirt, and looks at it in terms of its impact on the environment and other species, its impact on other people, and its relation to marketing, advertising, and consumerism in youth.

The focus of this project is to create a course which looks at the various areas of comprehensive humane education, as there are currently few resources available which do this. It works also to include service learning aspects. Since there are currently so few comprehensive humane education professionals, the distance learning format allows the greatest number of students to benefit from access to courses in humane education.

The primary goal of the project is to provide opportunities for high school students to take courses in comprehensive humane education. Through the creation of this course, focusing in humane education with distance learning and service learning components, it is hoped that it will serve as a template for developing future humane education courses.

Chapter 3

The Shirt Off My Back: A Humane Education Curriculum

The high school course “The Shirt Off My Back” is a course which works to link various areas in humane education. It looks at these areas through their relation to an everyday object, the t-shirt. The course has been formatted for online learning, although it could easily be modified for independent study, traditional correspondence distance education, or use in the classroom. Also included in the course is a service learning project to be completed by the students.

I have included objectives for the course, and Colorado model content standards that are addressed within the course. I have also included several materials such as evaluation forms, surveys, and handouts that the students would need to complete the course. It is assumed that any articles or readings that are not available online, as well as videos, will be sent to the student as part of their course materials, I have not included all of these materials here.

I have not included specific information about course websites, navigating these websites, login information, or grading policies. It is assumed that each of these would change depending upon the instructor and website used by each to put the course online.

The course has been divided into sections to help the students in organizing their studies. Sections B and C deal with the service project, and should be worked on throughout the span of the course. The other sections should be completed one at a time, and in order, by the students as they move through the assignments and activities. It is

my hope that the course not only be valuable in itself, but that it will serve as a template on which other humane education courses for high school students may be developed.

Colorado Model Content Standards Addressed in “The Shirt Off My Back”

Reading and Writing Standards:

1. Students read and understand a variety of materials.
2. Students write and speak for a variety of purposes.
3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Geography:

1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
2. Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.
4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
5. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
6. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Mathematics:

4. Students use geometric concepts, properties, and relationships in problem solving situations and communicate the reasoning used in solving these problems.
5. Students use a variety of tools and techniques to measure, apply the results in problem solving situations, and communicate the reasoning used in solving these problems.
6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Science:

6. Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.

Economics:

1. Students understand that because of the condition of scarcity, decisions must be made about the use of resources.

2. Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.
3. Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

Civics:

2. Students know the political relationship of the United States and its citizens to other nations and world affairs.

History:

2. Students know how to use the processes and resources of historical inquiry.
4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Course Section Objectives:

Section A: The student will be able to log in to the course, post a response to a topic on the class discussion board, and send an email with an attachment.

Section B: The student will be able to define service learning, tell four different types of service projects, choose a service project, and relate that project to the course content.

Section 1: The student will be able to locate countries on a map, and list patterns and trends in information.

Section 2: The student will be able to describe at least three steps in the process of making a t-shirt, compare their level of consumption to others', create a visual representation of their ecological footprint to scale.

Section 3: The student will be able to list possible benefits and drawbacks to the use of pesticides with relation to people, other species, and the environment.

Section 4: The student will be able to begin to develop understanding of issue related to sweatshops, compare purchasing power of a worker in a sweatshop with that of a union worker in the U.S., give two steps that can be taken to help the workers in the sweatshops.

Section 5: The student will be able to list at least three solutions for the problems in sweatshops.

Section 6: The student will be able to understand the history and current conditions of sweatshops in the U.S., form an opinion on sweatshops and support their opinion with at least three reasons, list at least one change that they can make in their life in relation to what they've learned.

Section 7: The student will be able to communicate their ideas and opinions in writing using details, facts, and examples from materials in the course to support their ideas.

Section 8: The student will be able to analyze advertising aimed at teenagers, express opinions about ad campaigns that are directed at children.

Section 9: The student will be able to read and understand different perspectives related to company logos and compare them to their own.

Section 10: The student will be able to identify humane criteria for shopping habits and demonstrate understanding of the difference between a want and a need by listing five of each.

Section 11: The student will be able to give three criteria for a humanely produced t-shirt.

Section 12: The student will be able to create a project which demonstrates at least three positive choices or actions that can help to lessen or alleviate the negative impacts from the lifecycle of their t-shirt, and evaluate the project and course learning.

The Shirt Off My Back

A Humane Education Course

Welcome to “The Shirt Off My Back”!!

In this course we will be taking an ordinary, everyday object, the t-shirt, and looking at it in different ways. You will be looking at many things related to the t-shirt: how it is made, where the materials come from, and the effects that these processes have on people, other species, and the environment. You will also look at how advertising might affect which t-shirts you purchase, and how these purchases in turn can affect you and others.

The course has been divided into different sections to help you through your studies of the different areas in the course. With the exception of Sections B and C, you will probably want to complete each section before moving on to the next section. Sections B and C involve a service project which will continue throughout the course.

While much of the course will be completed individually, there are a few group/partner projects. For nearly each section – there will be a discussion topic. You will need to post your response to the topic on the “bulletin board” and respond to at least two of your classmates’ responses. There will also be scheduled chat or conference call sessions for the entire class every three weeks. You will receive emails with the dates, times, and topics for these at a later date.

If you have any questions, remember to email or call your instructor about them.

I am here to help you through this learning process. I hope that you enjoy the course.

Good luck!

Section A: Getting Started

In Section A you will complete a student survey, post a message on the discussion board, and send an assignment via email. This will help you to be familiar with these modes of communication since many of your assignments will be sent via email or posted onto the discussion board.

- Take the *Student Entrance Survey*. Turn this in to your instructor. You may either send it via email, fax, or postal service.

- Write a paragraph about yourself. Write at least one thing that is important to you, or tell a funny story about something that's happened to you. Also, be sure to answer the following questions. Why are you taking this course? What do you hope to learn?
 - Email this paragraph to your instructor, either by copying and pasting it into your message, or sending it as an attachment.

 - Go to the class discussion board, reply to the topic "Introductions", copy and paste your paragraph as your reply. Also, as your classmates put their own introductions on the discussion board read them all, and respond to at least two of them by replying to them on the discussion board.

Extra Credit: This extra credit assignment can be completed at any time during the course. Find a current event - newspaper article, magazine article, or article on the internet - that relates to something that you are learning in the course. Write a one page paper summarizing the article, telling how it relates to what you're learning in the course, and telling how you feel about the information in the article and why you feel that way. Send your paper to your instructor as well as a copy of the article – or a link to get to it online.

Section B: The Service Project

As part of this course you will complete a service project. Your service project must address some problem that exists within your community. There are several topics which you will be learning about in this course, and your service project must relate to at least one of them.

Some possible topics include:

- Organic growing methods
- Concerns for the natural environment
- Concerns for the species which inhabit these natural environments
- Concerns for people who may have less material wealth
- Advertising and marketing aimed at youth markets
- Levels of consumption or over-consumption in our society

If you see other connections that can be made, please feel free to make them. This list does not include all of the possibilities.

It is up to you to decide what type of service project you will complete. Your project can range from doing volunteer work for an organization to conducting a survey in your community and publishing the results in a paper or on a website. Your project must include a minimum of 12 hours of service time. It is up to you to document that time and send it to your instructor upon completion of your project. Your project must be approved by your instructor before you begin.

Need some ideas? Here are some things to try ...

- Do a web search on service learning. Visit some of these sites and see if they can give you examples or ideas for your service project.
- Look for books on service learning at your local library. One good one is [The Complete Guide To Service Learning](#) by Cathryn Berger Kaye. If they don't have the one you are looking for ask them if they can get it from another library (often called interlibrary loan).

Do you have some ideas now?

- Go to the class discussion board for "Service Project Ideas" and write at least two different ideas for a service project that you have found or thought of. Read as many ideas from your classmates as you can. Respond to at least two of the ideas that you read.
- Write a proposal for your service project and email it to your instructor. In your proposal include what you plan to do, how you plan to accomplish your goals, what problem in your community will you be addressing through your project, how does it relate to the topics in the course, why you chose this particular service activity, and what you hope to accomplish through completing your service project.

Section C: Reflecting on Your Service Project

While you are working on your service project, you will write several “journal entries” which you will email to your instructor as you complete them. Each entry should be at least three paragraphs long. Your journal entries should be spread out over the time that it takes you to complete your project.

Entry 1: Have you been exposed to any people or ideas that are different than those that you have been exposed to before? How has this affected you or your thoughts?

Entry 2: In your project proposal you stated what problem your project was going to address. What are some of the underlying issues or causes of this problem?

Entry 3: How do you feel about the contributions that you are making through your service project? What do you feel that you are gaining through your service project?

Entry 4: What could others do to help address the need that you are addressing through your service project?

Entry 5: A closer look – this journal entry will relate to a question that your instructor will send you, based upon your project. Email your instructor when you are ready to receive this question.

Entry 6: At what points in time during your service project have you felt frustrated? What have you done (or can you do) to overcome these feelings of frustration?

Entry 7: Do you plan to participate in service to your community in the future? If yes, why and what do you hope to do? If no, why not?

At the conclusion of your service project, write a one page paper reflecting on the experience. Email this to your instructor.

Choose one thing that you experienced or learned through completing your service project and share it with your classmates on the discussion board under “Service Project Experiences”. Read the other entries there and respond to at least two of them.

Section 1: Tracking Those Shirts

Now we will begin looking at those t-shirts.

What you need to get started:

Shirt tracker form
Blank world map

Look through your closet and your drawers and pull out all of your t-shirts. You can use just short sleeved ones or both short and long sleeved – it's up to you. For each shirt, fill in all of the columns on your tracking sheet that you can.

After completing the tracking sheet for all of your t-shirts do the following:

- Write down any patterns that you notice, or anything else of interest that you find while completing your chart. Were many of your shirts made in the same country? How many were made in the US? Are most of your shirts the same brand(s)? Do you use all of your shirts often? Send the answers to these questions to your instructor.
- For each t-shirt put a point (or star, or whatever symbol you like) on your map in the country where the shirt was made.
- Pick one country (not the US) from which at least one of your T-shirts has come from. Do some research on this country- find out whatever you can about working conditions in this country, environmental regulations, income and poverty levels, and any other things of interest that you might find about this country. How do these things compare with conditions in the U.S.? Send the results of your finding to your instructor.
- Section 1 Discussion Board Topic: What surprising or interesting things did you find while doing the shirt tracker and mapping activities? Post your own response to this question, read the responses of your classmates, and respond to at least two of them.

Remember that anytime you are asked a question or to write something in the course (unless it is for the discussion board) you should email your responses to your instructor. Save all of your work for each section and send it when you finish the whole section.

Section 2:

From the book Stuff: The Secret Lives of Everyday Things, read the prologue and the T-shirt chapter. After completing the reading respond to the following:

- What are three new things that you learned from the reading?
- After reading the “What to do” section at the end of the T-shirt chapter, state whether there are any of these things that you already do? Are there any of the suggestions you would be willing to try to do? Why or why not?
- Was anything in the reading surprising or upsetting to you?
- What are your thoughts and/or feelings after reading this information?
- Together with you group/partner pick one of the other chapters in Stuff. Read it and discuss it with your group/partner. You can use email, online chat, or a phone call. After you have discussed what you read – write about this experience. Be sure to include the main points of your discussion, on what did you agree, on what did you disagree, etc.

My Choices – My Footprint

Visit www.myfootprint.org and do the “calculate my footprint” activity. After completing this activity (remember to do this with your results still on the screen) answer/do the following:

- How does your footprint compare to the average in your country? How many planets would be needed if everyone lived in a similar way? In what area is your usage the largest?
- Go to “Take Action”. Fill out the form you find there. Are you surprised by any of the possible actions listed there? Are you interested in or excited to try any of them? Which ones?
- Obviously the questionnaire for “Calculate My Footprint” is very simplified. Write one or two additional questions - with the multiple choices - that could be possibilities to add to the questionnaire.
- Take your footprint measurement (in acres) and draw it out on a map of your city with your house near the center. How many people live in your city? If everyone’s footprint was a similar size could they all fit on your city’s map? What are any possible implications or worries that the answer to this question might point to?
- Section 2 Discussion Board Topic: After going to “Take Action” on www.myfootprint.org write about one action that you would be willing to try to take during the remainder of this course. Post your own response to this topic, read the responses of your classmates, and respond to at least two of them.

Section 3:

Read the article “Problems with conventional cotton production”. You can find this article at www.panna.org – click on “Contents” then “Resource Library.” Follow the cotton link and find the article title.

Read the “Pesticides” section (pg. 65-66) in the book, [This Planet is Mine](#).

Visit www.simplelife.com/organiccotton and read/take the tour

- What did you find to be the most interesting from the above readings? Why?
- Why do you think that images of war are used in dealing with insects? Do you feel that this is appropriate? What are possible benefits and drawbacks to this?
- Do you think that paying more for an organic cotton shirt is different than paying more for a shirt of a particular brand name? Why or why not? This is your discussion board question for Section 3. Post your own response to this question, read the responses of your classmates, and respond to at least two of them.
- Think about the section that mentions cottonseed oil as an ingredient in food. Do you feel it is more important to be concerned about pesticide use on cotton with relation to its use in clothing or its use in food? Explain your reasoning.
- The presentation on organic cotton was made for employees of the company Patagonia. Visit a Patagonia store or their website www.patagonia.com. Find/read their opinions and policies on using organic cotton. What is your response to this?

What’s in your cabinet?

- Look through your household (or if you can’t find anything you may visit a local store). First look to find food items containing cottonseed oil. Did you find any? What products did you find it in? Were these items that you normally eat? How does this make you feel?
- Next look for household chemicals – you might look for gardening chemicals, cleaning products, etc. Look for the active ingredients in these products and keep a list of what you find. You may either pick one of these chemicals – or use one from the T-shirt chapter in [Stuff](#). Aldicarb, chlorine, and formaldehyde are all listed in the T-shirt chapter – can you find where they are used in the process? Pick one of these three chemicals (aldicarb, chlorine, or formaldehyde) – or one that you found around your home and do some research about it. Find out why, when, and where this chemical is generally used. What are possible benefits and drawbacks to its usage in relation to people, animals, and the environment? Can you think of any other effects it might have? Upon what or whom?
- Visit the website of the company that manufactures that chemical or product, or read a pamphlet from the company. How does this information compare with other information you found about the chemical or product?

Section 4:

Watch the video “Sweating for a T-Shirt”

- Was Honduras one of the countries that your t-shirts came from?
- Write a one page paper reacting to the show. You may discuss your thoughts about what you saw and learned. You may also want to discuss the contradictions between what different people were saying in the film. Who were these people? How did they contradict each other? Why do you think that is? What parts do you agree/disagree with and why?
- Visit www.coopamerica.org and go to their sweatshop section.
 - Read through the FAQ’s
 - Look at the information on the “*sweatshop scorecard*”
 - Read their “Guide to ending sweatshops”
- Review the chart you made with your t-shirts. Look at the countries and stores where your t-shirts came from. How do they rate on the scorecard? How does this make you feel? Are there any steps that you can take that will help those working in the sweatshops?
- Visit www.globalexchange.org and go to their section on sweatshops. Read the information that they have available. Visit their links page.
- Visit at least two of these links and report on what you find out at each one.
- Look carefully at Handout 1B “Hire Rosa for 57 Cents an Hour!” Write your thoughts and feelings with regard to this advertisement.
- Complete the “Work and Basic Necessities” worksheet. Write 2-3 paragraphs about your findings and your thoughts and feelings about what you found.
- Section 4 Discussion Board Topic: Read the personal story of Quang Thi Vo in Co-op America’s “Guide to Ending Sweatshops”. How do you think you would feel if you were in a similar situation? Post your own response to this question, read the responses of your classmates, and respond to at least two of them.

Section 5:

In the section above you watched and read information that was mostly from people or organizations that did not support “sweatshops”. In this section you will read some different viewpoints. When looking at any issue it is important to look at all sides of the story (there are practically always more than just two). Only after understanding the differing viewpoints can you then begin to make your own decisions based on a wide variety of information.

- Go to www.globalenvision.org and read the article “Don’t Sweat It”. You can type “sweatshop” into the search bar on the website and it should pull the article up.
- Visit www.aworldconnected.org and read the articles “We need these jobs” and “Two cheers for sweatshops”. You can find these by clicking *Articles and Stories* and then *Labor*. This website has information from multiple sides of the sweatshop debate. Feel free to read any of the other articles you find there as well to help you learn more about the issue.
- After reading these articles, and with the information from the previous section, fold a paper in half and list on the first half “Possible benefits” and on the second “Possible Drawbacks”. Put as many things under each half as you can in relation to sweatshops. You can think about benefits and drawbacks in relation to the workers, their families, the stores that sell products, the consumer (you), the economy, the environment, etc.
- Think about the workers and their families. What things do you feel are important for them to have from their jobs? Examples may include making enough money to feed their family, having health benefits, etc... Make a list. Come up with some ways that you can help the workers to get these things. This can include actions that you can take (or not take) as well as how you can help with choosing your clothing purchases carefully, or any other ways you can think of that would help to work towards this goal.
- Section 5 Discussion Board Topic: Come up with at least three ideas for solving the problems created by sweatshops. Post them in response to this topic, read the responses of your classmates, and respond to at least two of them.

Section 6:

Many people think that sweatshops are a problem only in other countries. Many also think that by looking for the “Made in the USA” label, that they are not supporting sweatshops. In this section we will look at this issue more closely.

Visit www.aworldconnected.org once more. After clicking on *Articles and Stories* and then *Labor* click on “Globalization’s Sweatshops” near the top of the page. Scroll down to the bottom. Click on the link to go to “Between a Rock and a Hard Place”. This is a museum exhibit of the history of sweatshops in the United States. Go through the entire exhibit. (You may have to do this in more than one sitting) Take notes on anything that you find that seems important to what you are learning, or that seems particularly interesting to you.

Read the article “Sweatshop Pay Hurts Los Angeles County, California Economy Report Says”

Visit www.sweatshopwatch.org. Type “made in the usa” into their search bar and perform the search. You are looking for “Is This The USA? Behind the Trusted “Made In The USA” Label” a 20/20 report from March 13, 1998. Read this report.

- What information from the above readings and activities shocked or surprised you?
- Does this new information change the way you view the “Made in the USA” label? Why or why not?
- Are there labels that you can look for on clothing that will help you to know if it was made without sweatshop labor? What are these labels? Who checks to see what clothing can be labeled “sweatshop free”? You might need to do some research to find this out. You can start with some of the links provided within this course.
- Using what you’ve learned in sections 4, 5, and 6 of this course, along with other ideas and information that you might have, state your own opinion and ideas on the issue of sweatshops. Are there any changes you might need to make in your own life to help you live in alignment with these ideas and values? Why or why not? If there are – what are these changes and how do you see yourself making them?
- Section 6 Discussion Board Topic: What did you feel was your favorite, or the most important piece in the museum exhibit “Between a Rock and a Hard Place”? Why? Post your own response to this question, read the responses of your classmates, and respond to at least two of them.

Section 7:

- It's time for a field trip! Take a friend and visit your local mall and/or discount store. Look at the tags on the clothing for sale there. Take note of what country the clothing was made in, the price of the clothing, what store the clothing is located in. Ask a store manager – or ask via email to the store's website, if they can tell you what kind of conditions the people who sew/make their clothing work in. Can they answer your questions? What is their response to your questions?
- Visit www.coopamerica.org once more. This time go to “Responsible Shopper” Look up at least three companies – one must relate to your shopping field trip, one must relate to your own t-shirt collection, and the other may be from either of the above categories – or from another company – perhaps the one that made your CD, your car, your cell-phone, your cereal... you decide. Report what you find out about these companies. Choose one of these companies and write a letter/email to them. In it, be sure to express your opinions about things that they may be congratulated on as well as any concerns that you may have about their policies or practices. Be sure to use information that you've learned in this course to back up your opinions.
- We visited Patagonia's website earlier to see where they stood on organic cotton. See what else you can find out about them using “Responsible Shopper”. Where do they stand on sweatshop labor? Do you think these two issues are related in any way? Explain your reasoning.
- Section 7 Discussion Board Topic: What types of reactions did you get from the workers in the stores when doing the first assignment for this section? Post your own response to this topic, read the responses of your classmates, and respond to at least two of them.

Section 8:

Read Marketing Madness – Chapter 1: Targeting Children – Section 1: The Littlest Consumers

- Did reading this section make you feel or think any differently than before? If so, why – if not – why not?
- Do you think that it is fair, or right, for companies to target their commercials at children? Explain your reasoning.
- What are some reasons that companies might aim their commercials at children?

Find 2 or 3 ads aimed at people your age (teenagers). These could be from magazines, the newspaper, or television commercials. Make sure that one of your ads is related to clothing.

- What product are they advertising?
- How are they advertising this product?
- Where did you find this advertisement?
- What do you think of this ad?
- Is the advertisement effective? In what ways?
- Is the advertisement trying to promote a specific product, a specific image, or both?
- What image is the advertisement promoting, or what emotion is the advertisement trying to use to its advantage, if any?
- Is there anyone who might feel excluded by this ad?
- What are the effects of the product or service that the ad is selling on people, other species, and the environment?
- How has completing this exercise changed how advertisements might possibly influence you? What can you do to decrease how advertisements influence you? Do you have any interest in decreasing the affect advertising has on you? Why or why not?
- Group/Partner Project:** Read section 2 of chapter 1 in Marketing Madness – Schools Go Commercial. Discuss the chapter with your group/partner. What do you all think about it? Are there things that you agree on? What things do you disagree on? Report on this experience for your Section 8 discussion topic. Read the responses of your classmates, and respond to at least two of them.

Section 9:

Read No Logo – Chapter 3: Alt. Everything – The Youth Market and the Marketing of Cool. In addition, go to Chapter 16: A Tale of Three Logos - just read the section on the swoosh.

- Write a two page paper on your reactions to the readings and information in the chapters. You may want to discuss the following in your paper. What surprised you? What did you find upsetting? Exciting? What information was new to you? On page 379 there is a quote “Don’t look at us, we just make shoes.” Should a company like Nike be held accountable for how its product is produced? Why or why not? How does this quote make you feel?
- At this time revisit www.globalexchange.org and go to the Nike section on their sweatshop page. What updates are there? How does the information on the website compare with the information presented in No Logo? You may also do your own research to see if Nike has made any changes in this area.
- What brands/logos are represented in your own T-shirt collection? Did you have any particular reasons for selecting these brands? If so, what were they? Do you think you would still use the same reasons to pick out a t-shirt after reading this information? Why or why not?
- Section 9 Discussion Board Topic: After completing the assignment above, look at the reasons you have used for picking particular brands of t-shirts. Post your own response to this topic, read the responses of your classmates, and respond to at least two of them.

Section 10:

Watch the video *Affluenza*

- What in the video relates to things that you've done/talked/or read about in this course?
- Where there any new ideas presented? Which ones?
- What in the show do you agree/disagree with?
- What was your favorite part of the video? What was the message of this portion of the show?
- Find and visit one or two (or more) local thrift stores or second hand/consignment clothing stores.
- What did you find at these stores?
- What are the possible benefits (to you, other people, the environment, animals) of making your clothing purchases there instead of at the mall/discount stores?
- What are the possible drawbacks?
- Do you think you will ever shop at any of these stores for clothing (or anything else) in the future? Why or why not?

The following activity has been adapted from the book Your Money or Your Life.

Do you work? If so, use your own experiences and wages. If you do not, look around at the typical wages in your area for the after-school jobs that teens in your area might work at. Think about a typical week (or month) of work. How many hours do you work? Now take that – and also add to it any time that you spend getting ready for work, getting to and from work, etc. Now this is the total number of hours that you use for working. Write that number here _____ (hours)

How much is your check (per week or per month depending on what you used above)? That's how much money you made – however – you also spent some money for work didn't you? So take your original money amount and subtract any money you spent for work – like on work clothes, gas to get there and back home, car payment and insurance, bus fare, etc) Write that dollar amount here _____.

Now take the dollar amount and divide it by the number in the first blank for hours. Put that number here _____.

This amount is your real “hourly wage” – now I know this is not what you make “per hour” according to your job description – but this is how much money you get to keep for the amount of time you spend on working.

- Now, look at the prices that you paid for some of your t-shirts. Or look at the prices that you found for the ones at the local stores. How many hours would you have to work to buy each of those t-shirts? Is that shirt worth the time it took to earn the money? How often do you wear that shirt? Do you consider that particular shirt a *want* or a *need*? Are there other ways that you’d rather spend that time that it took you to get the money for that shirt? Or are there other things that you’d rather do with that money you worked so hard for?
- Visit www.ibuydifferent.com and take their shopping quiz. What are your reactions to or thoughts about this quiz – or anything else that you see on this website?
- Pick five things in your room or house. For each object, explain why you feel that each one is a *want* or a *need*. How could you use the ideas of wants and needs the next time you are at the store thinking about whether or not to buy something?
- Section 10 Discussion Board Topic: Post at least two examples of wants and two examples of needs. Read the responses of your classmates, and respond to at least two of them.

Section 11: Group Project

Go to the class website and look at “Section 11: Ingredients Card Examples”. Then, together with your group, create a list of both potentially positive and negative “ingredients” for the T-Shirt “ingredients” card. Give reasons and explanations for each ingredient that you include. Send your group’s finished **T-Shirt Ingredients Card** and your **Reasons and Explanations Page** to your instructor.

Section 12: Final project and evaluation

Final Creative Project:

Design and create a project (some examples might be a poster, brochure, video, commercial/public service announcement, song, poem, play, story, drawing, painting, sculpture, game, etc) that reflects the information that you’ve learned in this course. Within the project you must also provide three positive choices that people can make and/or actions that they can take in relation to their clothing choices or purchases.

Create an evaluation form for your project – make sure that it contains all of the parts of your project that you feel are most important. Share your project with a few close friends, family members, or other trusted adults. Ask them to fill out the evaluation forms for your project. Share these evaluations, your reactions to them, and your project with your instructor and fellow students in The Shirt of My Back course.

Fill out the course evaluation form and send it to your instructor.

Congratulations on completing the course!!

Some Course Materials

The next few pages are materials that are used in the delivery of the course.

- Initial Student Survey
- Student End of Course Survey
- Ingredients Card Examples
- Shirt Tracker Form

Student Entrance Survey

Introductory Questions:

Why did you choose to take this course?

What do you hope to learn by taking this course?

Questions related to the coursework:

Do you know how many t-shirts are in your closet and/or drawers at home right now?

What or how much do you feel you know about ...

- the use of pesticides?

- sweatshop labor practices?

- the consumption of goods and its effects on the environment?

- marketing that is aimed at youth and teenagers?

How much do you feel you know about the above topics with respect to your t-shirts?

Use this scale of 1 to 5 to answer the following set of questions.

1-not at all 2-seldom 3-about half the time 4-most of the time 5-all of the time

When you purchase a T-shirt or other article of clothing how often to you think about:

- | | | | | | |
|--|---|---|---|---|---|
| - how it was made | 1 | 2 | 3 | 4 | 5 |
| - who made it | 1 | 2 | 3 | 4 | 5 |
| - of what it is made | 1 | 2 | 3 | 4 | 5 |
| - where it is made | 1 | 2 | 3 | 4 | 5 |
| - who benefits from its being made | 1 | 2 | 3 | 4 | 5 |
| - who might suffer from its being made | 1 | 2 | 3 | 4 | 5 |

Student Course Evaluation Form: The Shirt Off My Back

What was(were) the most important thing(s) that you learned from your participation in this course?

What activities did you feel were the most valuable? Please state the reasons why you think so and give suggestions for improvement.

What activities did you feel were the least valuable? Please state the reasons why you think so and give suggestions for improvement.

Did this course meet the expectations that you had for it? Why or why not?

Compare your knowledge now with your knowledge at the beginning of the course in the following areas:

-the use of pesticides?

-sweatshop labor practices?

-the consumption of goods and its effects on the environment?

- marketing that is aimed at youth and teenagers?

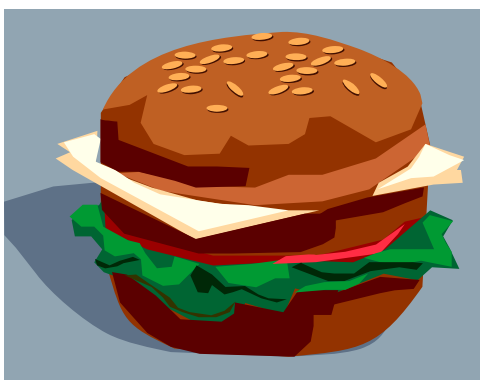
Did this course change your thinking in any areas? If so, what and how?

Do you plan to change any behavior or take any action as a result of any information presented in this course? Please explain.

Would you recommend this course to others? Why or why not?

Ingredients Card Examples

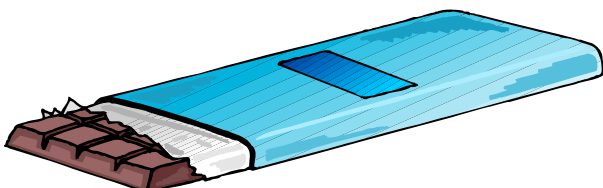
Each time you buy a product you are buying more than just a pair of shoes, a hamburger, or a chocolate bar. Look at the “ingredients” cards below to see what else you may be spending your money on when you buy these products.



When you buy this item, in addition to getting a tasty, convenient meal, you contribute to creating jobs for people and economic growth. But you may also contribute to rainforest destruction, species extinction, the suffering of cows, pesticide use, water waste, pollution, increases in heart disease, cancer, obesity, and strip mall development.



When you buy this item, in addition to getting the shoes themselves, you contribute to creating jobs for people and economic growth. But you may also contribute to sweatshop labor, pollution, and animal suffering.



When you buy this item, in addition to getting a delicious dessert, you contribute to creating jobs for people, to economic development, and to world trade. But you may also contribute to child and slave labor.

Now it's your turn. With your group create an “ingredients” card for a t-shirt. Try to use all that you've learned in this course to make it as complete a list as is possible.

A special thanks to Zoe Weil and Dani Dennenburg for the use of the examples above.

Shirt Tracker

	Shirt 1	Shirt 2	Shirt 3	Shirt 4
Shirt Description				
What country was the shirt made it?				
What brand is the shirt? Is there a logo on it?				
What material(s) is the shirt made from?				
What was the price of the shirt?				
Where did you buy/get the shirt?				
How often do you wear this shirt?				
	Shirt 5	Shirt 6	Shirt 7	Shirt 8
Shirt Description				
What country was the shirt made it?				
What brand is the shirt? Is there a logo on it?				
What material(s) is the shirt made from?				
What was the price of the shirt?				
Where did you buy/get the shirt?				
How often do you wear this shirt?				
	Shirt 9	Shirt 10		
Shirt Description				
What country was the shirt made it?				
What brand is the shirt? Is there a logo on it?				
What material(s) is the shirt made from?				
What was the price of the shirt?				
Where did you buy/get the shirt?				
How often do you wear this shirt?				