

Monthly Matter – School uniform

Note for teachers/ youth workers:



Want to carry on the discussion?

You can use the activities in this handout to think about how school uniforms are made. There are two options so pick the one that's most suitable for your group.

Once you've finished the activity you might want to think about ways you can re-use uniform, like having a pop-up shop. If you already have a uniform shop - you could make posters to advertise it.

For activity one you will need to use [this video](#).

For activity two you will need to use [this video](#).

These activities will support and help learning across:

CFW, Humanities, WM3, PS2 & PS3 – *'I can describe and give simple explanations about the impact of human actions on the natural world in the past and the present.'*

CFW, Health and Well-being, WM3, PS2 and PS3 – *'I can recognise that my decisions can impact on me and others, both now and in the future.'*

Further links to the curriculum can be found [here](#).

Activity one

(suitable for primary & secondary)

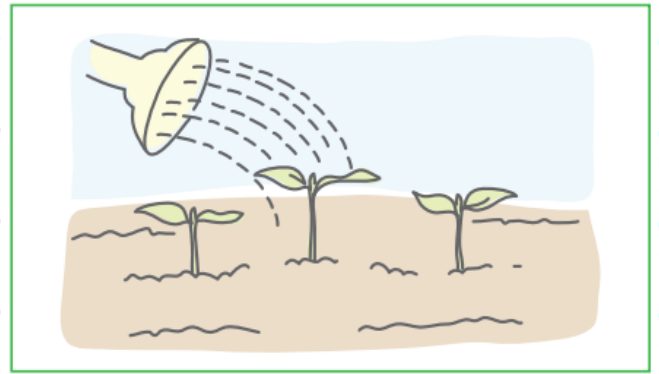
Use the cartoons on page 2 and 3. The images show the journey of a cotton t-shirt. Ask your group to work together to cut them out and stick them in order on the worksheet (page 4).

Once you've finished putting them in order, ask the group to try and guess how much water it takes to make enough cotton for one t-shirt.

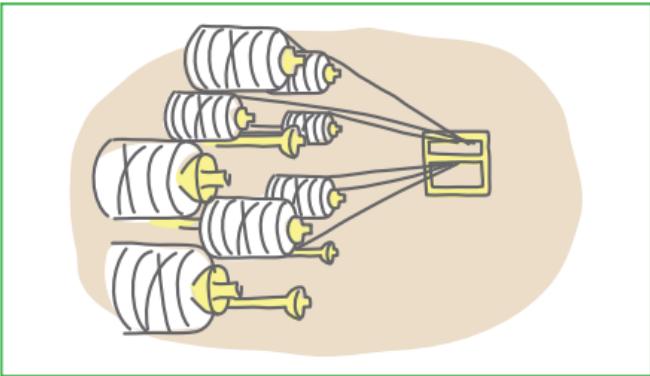
Watch our video to get the answer!



Farmers dig the land



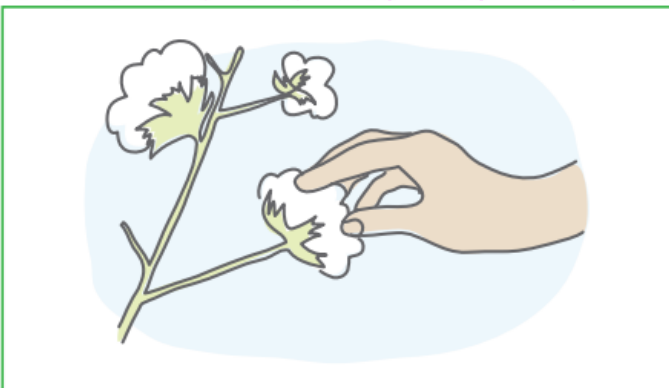
Farmers waters the seeds



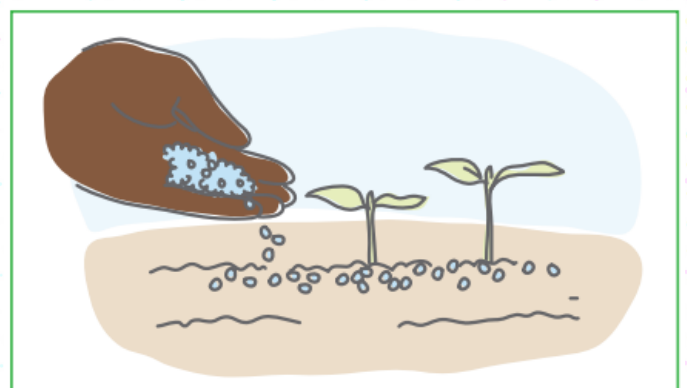
In the factory, machines change it from balls of cotton wool to yarn



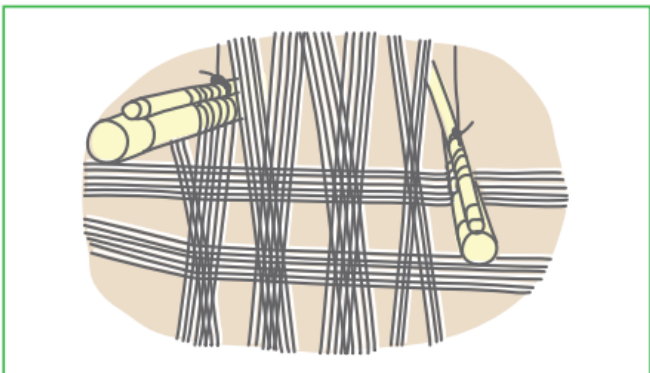
A lorry picks up the t-shirts from the factory and takes it to the port



Farmers pick the cotton



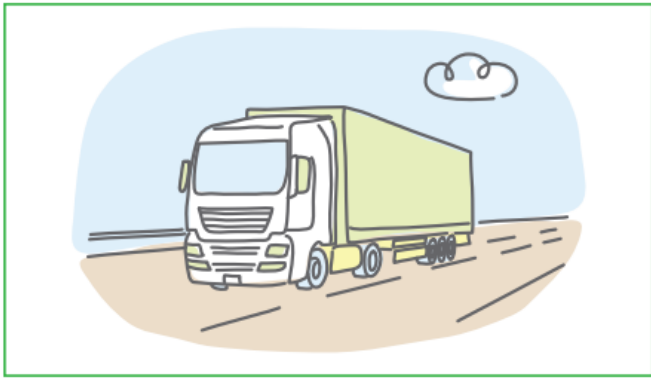
Farmers add chemicals and pesticides to make sure the cotton grows



The cotton is then knitted by a machine to be made into fabric



Sailors steer the ship over the rough sea to the UK



Lorry drivers drive the t-shirts to the store



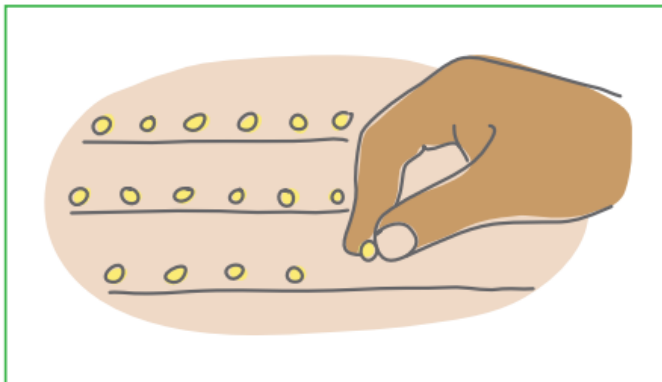
Shop workers sell us a t-shirt



You put your new t-shirt on



Dye is added to change the colour of the fabric



Farmers plant the cotton seeds



The fabric is then cut up and sewn to make t-shirts



Crane drivers load the t-shirts onto the ship



**Put the tale of
the cotton t-shirt
in order**

Activity Two

(more suited for secondary)

Using the cards on page 6 & 7, ask young people to match the material with their photo and think about what they think is the negative and positive is of each material.

Feedback answers and have a discussion. Explain that most school t-shirts are made of cotton.

Show pupils [this video](https://www.youtube.com/watch?v=zOe_M3GutdY): https://www.youtube.com/watch?v=zOe_M3GutdY

Have a group discussion about the environmental impact of making cotton t-shirts *(most school t-shirts are made of cotton)*.

Ask the group if they can think of anything you could do as a school to make a difference?

Show the group [this video](https://www.bbc.co.uk/programmes/p06n27x3) (<https://www.bbc.co.uk/programmes/p06n27x3>) which shows the environmental impact to end the session.



**Comisiynydd
Plant Cymru**
Children's
Commissioner
for Wales



Cotton

Negative

It needs a lot of water to grow and is normally found in areas where there isn't a lot of water

Positive

It can be recycled without chemicals



Wool

Negative

Making it uses lots of land to farm animals.

Positive

It needs less washing than other fabrics.



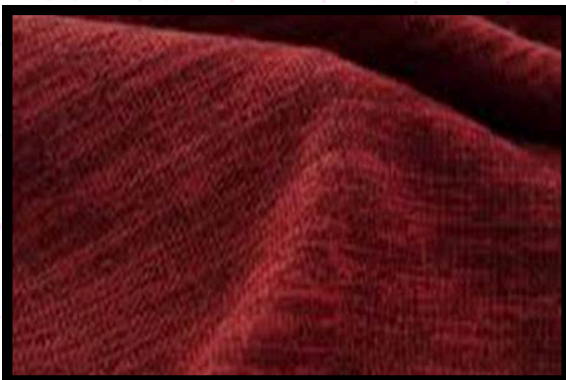
Silk

Negative

It is expensive to create

Positive

It is cool in the summer and warm in the winter.



Acrylic

Negative

When you wash this material tiny bits of plastic enter the rivers and seas.

Positive

It doesn't need a lot of water