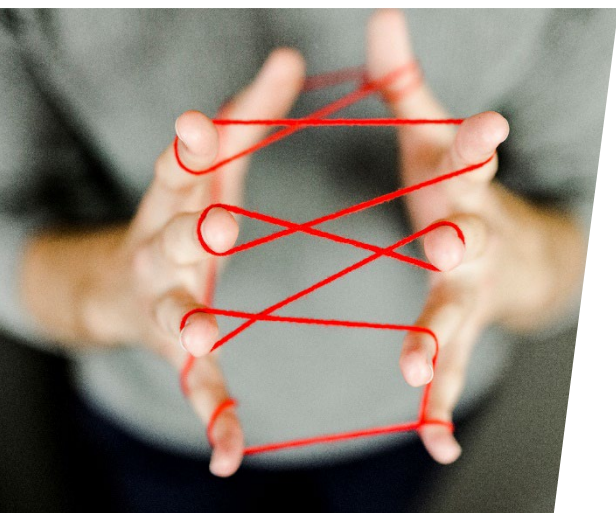




Eileen Blackmore (workfield professional):  
*“Start out by asking pupils to read the label of the shirt or sweater they are currently wearing. What is it made of and where in the world it actually made?”*

## VALUE AND COST OF A SHIRT

*[Mathematics] [Natural Sciences] [Economics]*



### LESSON OBJECTIVES

Raising awareness of the importance and applicability of data when calculating the cost of a product in a sustainable economy.

### ACTIVITIES

- Identifying information in tables and diagrams.
- Processing the components that make up the cost of a T-shirt into tables, graphs or diagrams in order to be included in a presentation.
- Analysing the cost of two T-shirts with data organisation elements.
- Converting the two situations into an adequate representation.

**Materials:** textbook, online resources

**Procedures:** case study, role play, modelling, observation, heuristic conversational approach, pair work

Class 1

- Introduction of the context, study case, role play and stages of the lesson. Context: What is a sustainable economy and how can we support it? Are we aware of the steps in the making of a T-shirt made of natural or synthetic fibres? What is the difference between the two? (one uses 2,700 litres of water in the making process, the other forms the 'plastic soup')
- Study case introduction: Bangladesh and Purnaa textile industry comparison: <https://www.purnaa.com/post/what-is-the-true-cost-of-a-t-shirt>
- Role play: Imagine you have just got the position of Cost Manager in a textile factory. Some of you work in Bangladesh for a company based on a consumption economy, others work in Purnaa for a company based on a sustainable economy. The company CEO asks you to modify the price of the T-shirts to be more competitive on the marketplace, so that the company makes bigger profits. In order to do that, you need to know what the cost consists of.

**Stage 1:** We study the cost components/elements of a T-shirt and organise the data in a table using the information from the case study.

**Stage 2:** We determine the % that each element has in the final cost of the T-shirt (the final cost is the price we pay for the T-shirt when we buy it)

**Stage 3:** Being a new employee, you need to consult with a specialist in order to make the best adjustments to the price. You have just learnt that an old classmate works for a competitor company in the textile industry. You meet and exchange data.

Organise the comparative data in a diagram.

**Stage 4:** Homework

Using Excel, make 3 diagrams that will help you make a comparative analysis of the elements that form the T-shirt cost. Print the diagrams or post on online space.



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## Class 2

**Stage 5:** make at least 3 adjustments/modifications to the price of the T-shirt so that it brings more profit to the company and it is more competitive on the marketplace.

Consider the following:

- Sustainable or consumption-based economy
- Existence or absence of an employee protection policy in the company
- Finding partners that contribute to the cost, more or less expensive
- Lowering or not the profit
- other

## Stage 6: Homework

Write a note to the company CEO informing them of the new cost and present the arguments in favour of your choice. (at least 3 arguments)

Write your note in Word in  $\frac{1}{2}$  - 1 page and post it on Classroom or equivalent online space.

Allotted time: 1 week.

