



Global Learning out of a Suitcase

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Name of Activity Global Learning Out of a Suitcase	Total time 90 minutes to 1 week
Overview Thematic suitcases on different topics filled with multi-sensual educative materials allow tackling complex issues of global interdependencies on a low-threshold level. Complemented by teaching suggestions the suitcases provide multipliers that are not familiar with the topic with a starter kit on global learning / education for sustainable development.	Materials/room Thematic suitcase with learning materials (e.g. texts, films, photos, visual and haptic objects). Board / Flipchart.
Number of people 5 – 30 participants	Target groups & Age Content and level can be adapted to any group of learners from nursery level to adult education. With multi-sensual learning approaches and the possibility for differentiated materials and tasks it is suitable for inclusive learning in heterogenous groups.
Learning outcomes Understanding issues of global interdependencies and inequalities with practical reference to one's everyday life, especially to issues of consumption. Developing ideas for concrete action and behavior changes that contribute to a juster and ecologically moresound world.	

*Chocolate suitcase, cotton suitcase, banana suitcase, escape suitcase, football bag...*The Bremen Information Centre for Human Rights and Development (biz) lends out these and other thematic suitcases and bags to teachers and multipliers in the field of global learning.

What is in the suitcases, how can you use them? What is the idea behind it and what are the experiences with it?

The thematic cases are intended to encourage teachers and multipliers and to put them in a position to communicate Global Learning topics in their lessons or in extracurricular (leisure) activities in an interesting, comprehensive and easy way. The suitcases are based on the concept of Education for Sustainable Development (ESD). The objective of ESD is the promotion of creation and action skills among learners. Worldwide interdependencies with their ecological, social/cultural and economic dimensions should be recognized and own options for action should be presented or rather jointly developed as contributions to a sustainable and just development for all people and the natural foundations of life.

The cases usually contain information brochures, photos, films, games (e.g. puzzles, memory games, quizzes), teaching suggestions and worksheets but also visual and haptic objects on the respective topic. For example, cotton seeds, raw cotton, yarns, fabric samples and a pair of jeans can be found in the cotton case. In the chocolate case you can discover cocoa butter, cocoa beans, a dried cocoa pod and various ingredients for chocolate production. The football bag includes original sewing tools for the ball production and the escape case contains a life jacket which comes from a refugee boat from the Mediterranean. As a rule, the cases represent a pool of materials and methods from which the users select and, if necessary, modify what is suitable for the respective learning group and learning situation.

The cases want to meet the following requirements:

- Enabling learning with as many senses as possible and “comprehension through comprehension”,
- Enabling learning in heterogeneous learning groups,
- Providing offers for different age groups or target groups (children, young people, adults),
- Offering references to the everyday life of the learners,
- Enabling self-organized station learning,
- Promoting competencies such as a change of perspective,

empathy, recognition and evaluation of complex contexts as well as solution-oriented thinking among learners.

The cases can be used for shorter or longer sessions, from a double lesson (90Min) to a project week.

Concrete example: The cotton suitcase

Today, clothing is (mostly) a global product, the origin of which we know little about. It serves not only to protect and cover the body but is also important as an expression of one's personality, lifestyle, belonging to a group, political or religious conviction etc. Cotton is by far the most important natural fibre for clothing. It is produced and marketed on a very large scale on plantations, for example, in the USA, China, India, Uzbekistan and Pakistan, as well as by small scale West African farmers. Cotton is therefore an excellent subject for global learning.

The cotton suitcase deals with numerous aspects: the textile chain (stages of production), problems of conventional cotton cultivation and advantages of organic cotton, working conditions in the textile industry, the cultural-historical significance of cotton, consumption and fashion.

In the following, some of the tools from the cotton suitcase are presented as examples for how diversely such material collections can be used.

Getting started: The clothes check is a good way of introducing the participants to the topic and lets them reflect on their own clothing consumption in advance. It can, for example, be distributed to pupils*in the run-up as a homework assignment. Participants research and note which garments they have purchased in the last 12 months and calculate the total weight using a worksheet. The evaluation on the back of the worksheet shows how one's own result is to be classified and provides information for a more sustainable purchasing behaviour. If necessary, the evaluation can be dealt with again later. This personal approach generally arouses the interest of the participants in the subject of cotton and clothing and they are open to further study.

Deepening 1:

From cotton seeds to jeans - put things in the right order!

The participants should put cotton seeds, raw cotton, seed cotton, roving yarn, an open dried cotton capsule, a piece of denim (or a finished jeans) in a logical order and, if possible, mention the

associated working steps (e.g. sowing, harvesting, ginning, spinning, bleaching, dyeing, weaving, sewing, selling). Depending on the level of knowledge of the participants, possible social or ecological problems in the respective areas of work can also be asked for. This exercise can easily be carried out with the whole group or class in a conversation, during which a diagram with the most important production steps as well as the respective ecological and social challenges is created on the flipchart (blackboard, whiteboard). This can be used again and again in the further course, for example, to visualize contexts and the progress of lessons. The depth or intensity of the method can be adapted to the possibilities and competencies of the participants.

Deepening 2:

The textile chain - winners and losers (price composition of a jeans)

In this exercise participants should reflect the price composition of a piece of clothing. A jeans is provided with five different percentage-prints (50%, 25%, 13%, 11% and 1%) which stand for value shares in the sale price of the jeans. The participants receive five cards with different cost positions (material costs, transport costs, labour costs of sewers, retail, fashion label). They should then assign them to the individual percentages and justify their assumption.

The task is intended to stimulate reflection on the composition of the product price. Do prices reflect the actual production costs? Which costs are hidden behind the different positions, e.g. retail (rent, staff, VAT), fashion company (design, advertising)? Is advertising necessary? Is the wage fair for the workers? Why do some jeans only cost 10 or 20 Euro but others 100 Euro and more? At which stages of production could something be changed without changing the final product (jeans)? In our experience, only few people have ever thought intensely about the price composition and the costs that arise at different stages of production. This task is a good opportunity for an exchange or discussion.

For relaxation / loosening up in between: Touch and feel bags with sheep's wool, cotton, cotton wool (made of pure cotton) and polyester wadding provide a playful, haptic approach. Who can find out by feeling what is in which bag? Everyone can make a contribution here, even without special knowledge of cotton. In order to do justice to the different competences and abilities of the participants they can be asked to describe how the respective fibres feel (e.g. soft, rough, greasy etc.). Especially younger people

or people with learning difficulties can make a good contribution here. This module is also well suited to arouse people's curiosity at info desks, at major events or trade fairs. Our experience shows that this tool is very popular with all age groups.

The conclusion: Consumption Ambassadors - What can I do?

The question "What can I do?" almost inevitably arises among the participants. For a starter you can collect suggestions and discuss them. In the end, everyone can commit himself/herself and choose from a list of tasks that he/she would like to complete within a certain period of time.

Combination of Global Learning and Inclusion: in order to take into account current school developments (socially inclusive learning in Bremen and Germany), some time ago the cotton suitcase was explicitly examined and adjusted with regard to heterogeneous learning groups. Special needs educators had often mentioned the visual / haptic objects positively and used the suitcases mainly for this reason. However, texts of different levels of comprehension were missing. As a consequence, existing texts were edited so that they are available at three different levels. Appropriate tasks were also differentiated and formulated accordingly. A station plan for three different levels now allows students in heterogeneous groups to work independently on topics.

What the suitcases do not offer

The suitcases are not ready-made teaching offers "to go" that you open and use in a class or group without having seen them in advance. We give suggestions and advice for their use but the teachers and multipliers are the experts for their respective learning situation and group. In this way, they themselves decide the exact form of the learning unit.





How do we develop and create new cases?

When we develop new materials, this is usually done in cooperation with practitioners. In exchange with teachers, educators and special needs experts and others we brief ourselves first about the basic conditions as well as the current topics and challenges in schools, nurses, vocational training programs etc. The materials developed are then tested in practice presented to teachers and multipliers during a symposium and, if necessary, adapted again before they are finally completed and offered.

ABOUT THE AUTHOR

Gertraud Gauer-Süß works as CEO at the Bremen Information Center for Human Rights and Development (biz). She studied biology and development politics and is engaged in the Clean Clothes Campaign and Fair trade issues for a long time.

Her motto: Practice what you preach! or in Gandhi's words: be the change you want to see in the world.