

For grades 6-8*

LESSON PLAN

*While middle school students are the target audience for this lesson, it can also benefit and engage high school students.



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ESSENTIAL QUESTION

In what ways are we responsible for the impact that our consumer choices have on people, animals, and the environment?

OVERVIEW

Students will start by thinking about what it means to take responsibility for their actions. They will participate in the *Standing on the Line* activity where they are given a series of statements and challenged to decide to what extent they agree or disagree with each one. Then, the concept of responsibility will be connected to consumer choices related to fashion. Students will read one of four handouts describing positive and negative aspects related to clothing materials made of animals. Working in small groups, they will teach their peers about their respective topics. Students will then engage in a role-play as store co-owners who need to reach consensus about which clothing materials their store will or will not sell. Each group will present and explain the business decisions they have made. Finally, students will connect the role-play activity to their own behaviors and consider what their level of responsibility is, if any, for the consumer choices they make.

OBJECTIVES

Students will be able to...

- Examine ways in which consumers are responsible for the impact that their purchasing choices have on people, animals, and the environment.
- Engage in active listening and respectful dialogue to reach consensus.
- Develop a position on an ethical dilemma and provide evidence for their position.

1. Warm Up (15 min.)

- Post the following statement on the board: *We are responsible for the consequences of our actions.* Ask students to express what this statement means to them.
- Facilitate a discussion around the students' initial reactions. Explain that for many of them the meaning of that statement might seem obvious; however, it may not always be clear what consequences are caused by their actions. Explain that the following activity will

TIME NEEDED 60 min.

SUBJECTS Marketing, Economics, English Language Arts, Ethics

STANDARDS

Common Core
ELA-Literacy: RI.6.1, RI.7.1, RI.8.1
RI.6.2, RI.7.2, RI.8.2
SL.6.1, SL.7.1, SL.8.1
SL.6.4

MATERIALS

- Standing on the Line* Statements handout
- 4 *Material Brief* handouts
- Store Owners' Business Meeting* packet

VOCABULARY/TERMS

- Consumer choices
- Consensus
- Ethical
- Responsibility
- Impact
- Petroleum-based

challenge them to decide when they think they are responsible for certain outcomes.

- Explain the *Standing on the Line* activity instructions to students. Let them know that you will read a series of statements. After each one, they will decide the degree of responsibility a person would have for each situation. They will stand on the right side of the room if they strongly agree with the statement, on the left side of the room if they strongly disagree, or somewhere in between these two extremes to express varying degrees of agreement or disagreement. (If they are unsure, they can choose to stand in the middle; however, try to encourage them to take a position.)
- Read the statements from the *Standing on the Line Statements* handout out loud.
- After each statement, briefly allow time for students to discuss why they are standing in the place they are on the line. As statements are read, if students move, ask them why they agree or disagree with the statement more or less than the previous statement. (**Note:** Balance the amount of time allocated for discussion with the amount of time needed to get through most, if not all, of the statements.)
- When the activity is over, ask students the following:
 - ➡ How would you compare and contrast the statements?
 - ➡ Which statements were you inclined to agree with and why?
 - ➡ Which statements were you inclined to disagree with and why?
 - ➡ What did you learn about yourself and your opinion on what you think you are responsible for?
- Introduce the essential question: *In what ways are we responsible for the impact that our consumer choices have on people, animals, and the environment?*
- Discuss how most people agree they are responsible for the impact caused directly by their actions, but there are differences of opinion on how much we are responsible for the impact caused indirectly by our actions. Explain to students that for today's lesson they will be exploring the indirect impact of their choices by critically thinking about specific types of clothing.

2. Independent Reading (15 min.)

- Pass out the *Store Owners' Business Meeting* worksheet and all the *Material Brief* handouts so each student receives one of the four handouts on either: wool, leather, fur, or silk.
- Review the directions of the *Store Owners' Business Meeting* packet together as a class.
- Ask student volunteers to read the scenario and the directions for Parts I, II, & III so students are aware that they are role-playing a co-owner of a store and preparing a brief presentation for their business partners.
- Ask students to read their handout to themselves.
- As they read, have them underline key details in response to these questions:
 - ➡ What are the advantages of using this material for clothing?
 - ➡ What are the disadvantages of using this material for clothing?

EDUCATOR SPOTLIGHT

Kim Korona

In this lesson, students will consider the harm caused to animals by the production of wool, leather, fur, and silk when deciding if these are industries that they want to support. Every person needs to decide what their own ethical positions are regarding the use of animals for clothes. However, people can only begin to think about their role and responsibility in making purchasing choices when they are aware of the hidden "costs" of the products they buy. While this lesson uses fashion as the focus, my hope is that it will encourage students to consider the level of responsibility they have for the impact of all their consumer choices on people, animals, and the environment. In my experience, students are very eager to learn about the hidden costs of consumer choices and to think critically about those choices in order to use their newly gained knowledge to make more informed decisions as they are able. Additionally, they are often interested in considering what policies could be put into place to reduce the negative consequences products have on other living beings and the planet.

- How are animals and the environment impacted by the production of this material?
- What are the alternatives to this material? What are the advantages and disadvantages of the alternatives?

3. Problem-Solving and Ethical Decision-Making (20 min.)

- When students are finished reading their brief, they should find three other students who each had a different reading to form a group of four.
- When their group is formed, students should work together to complete Parts I, II & III of the worksheet.
- Once each group has completed their worksheet, ask one co-owner from each group to be the spokesperson and share their group's responses to the follow-up questions on the worksheet.

4. Wrap Up (10 min.)

- After each group presents, facilitate a class discussion and ask the following questions:
 - How do you think this activity relates to our earlier discussion about taking responsibility?
 - Think about the reasons behind the decisions you and your classmates made about what you wanted to sell as store owners. Keeping that in mind, return to the essential question: *In what ways are we responsible for the impact that our consumer choices have on people, animals, and the environment?*
 - Should we change our consumer choices when we think a product that we use causes harm to people, animals, or the environment? Why or why not?
 - If so, how will what you learned today influence your personal clothing choices?
 - What actions can you take to have a larger systemic impact on the fashion industry?

PROBLEM-SOLVING AND ETHICAL DECISIONS NOTE

Ensure your students have practiced how to communicate and reach consensus in productive ways. Prior to this activity, review some basic group work agreements and ask them to brainstorm ways they can disagree without being disagreeable. A little preparation and stating clear expectations can help to keep things peaceful while allowing for discussions in which there will be a variety of different opinions.

EXTENSION PROJECTS

- **Research & Design:** As a follow up to this lesson, challenge students to design an outfit for an ethically-conscious fashion show (see *Resource Links* for fabric options). Students will conduct research to create a design with humane elements. Then they will write a description of their design, explaining why it is humane by addressing details such as what the materials are made of; whether or not they are reused, repurposed, or recycled; the working conditions of the people who made the materials (if they are new); if the materials were transported; what resources were needed to manufacture and produce the materials; and the cost of the materials. Allow students to display their designs in a gallery walk and consider having the class vote on the designs that they think are the most humane, explaining why. (We recommend assigning this activity after also teaching the lessons *The Cost of a T-Shirt* and *Who Decides What is Cool?*)
- **Raising Community Awareness Event:** To enhance the *Research & Design* extension activity, consider having the students organize a fashion and advertising awareness night for their school community. Students can display their designs

and their ethical clothing descriptions. Student presenters can discuss some of the ethical concerns related to the fashion industry and the options currently available that they consider to be socially responsible. Additionally, students can talk about the way advertising pressures people, especially tweens and teens, to wear certain items in order to "be cool."

- **Essay Writing:** As a follow up to the discussions in this lesson, ask students to write a short essay to answer one of the following questions:
 - 1) What ethical and sustainability concerns arise when considering wearing wool, leather, silk, or fur?
 - 2) In what ways, if any, are consumers responsible for the production, manufacturing, consumption, and/or disposal of clothing products they purchase?
 - 3) Which actions do you recommend people take to resolve ethical concerns related to wearing wool, leather, silk, and fur?
 - 4) What is your position regarding the use of animals for clothing?

STANDING ON THE LINE STATEMENTS

1. When I litter, I am responsible for the harm caused to the environment.
2. When I see someone else litter, I am responsible for saying something.
3. When I walk by and see litter, I am responsible for cleaning it up.
4. If I have a dog, I am responsible for that dog's care.
5. If I see an injured dog, I am responsible for finding a way to help the dog.
6. When I see a commercial about money needed to help dogs at an animal shelter, I am responsible for donating to the campaign.
7. If I spread a rumor about someone and they become upset, I am responsible for how that person feels.
8. If I hear a classmate spreading gossip about someone, I am responsible for standing up for the person being talked about.
9. If I hear about a national social media campaign to help victims of bullying, I am responsible for taking part in the campaign.
10. If I buy something that is labeled "hazardous to the environment" and use it, I am responsible for the harm caused to the environment.
11. If I buy something that I don't know is hazardous to the environment and use it, I am responsible for the harm caused to the environment.
12. If I pick up litter in the park, I am taking responsibility for my community.
13. If I see an injured bird and ask an adult to help me contact the local wildlife rehabilitation center, I am taking responsibility for the care of the bird.
14. If I buy a product that contains no hazardous or toxic ingredients, I am taking responsibility for the protection of the environment.

MATERIAL BRIEF: WOOL



Wool sweater: © DomJ used under a Creative Commons CCO License



Lamb: Photo by David Orsborne from Pexels <https://www.pexels.com/photo/close-up-lamb-sheep-spring-347305/>



Wool hat: smittenkittenorig used under a Creative Commons CC BY 2.0 Generic License

Wool is a warm material. Often used in socks and sweaters for cold temperatures, wool has a reputation for keeping people warm. It is somewhat water resistant, so it can also keep people drier than other materials in rainy weather. It has a natural protective layer of oil that repels stains and dust. Wool is a natural fiber and is biodegradable. Some people find wool itchy and some are allergic to it.

Wool is most commonly taken from sheep, but other animals are used as well, including alpacas and llamas. To obtain large quantities of wool, sheep are sometimes raised in herds of tens of thousands.¹ Sometimes forests are clear-cut to make space for the large herds to graze.² Raising animals in such large quantities makes it difficult to provide them with individual attention, and many sick or injured sheep go without veterinary care.

The majority of wool comes from Australia where Merino sheep are “selectively bred to produce unnaturally high quantities of wool.”³ Since these sheep are bred to have such thick coats, they can overheat during warmer months. Additionally, their thick wool and wrinkles retain moisture, making their bodies ideal nesting sites for flies to lay eggs. The fly larvae can cause a disease called “fly strike” which can be fatal to sheep.

Industrial farmers solve this problem through a cheap and painful procedure called “mulesing,” a process in which some of the sheep’s flesh is cut from the rear end.⁴ The smooth scar tissue detracts flies because it does not retain moisture.⁵ To reduce the amount of fecal matter that sticks to a sheep’s hind legs where flies also tend to lay eggs, all breeds of sheep have their tails docked or cut off with no pain killers when they are lambs.⁶ As an alternative to both of these methods (i.e. mulesing and docking), the sheep could be cleaned throughout the year with a warm, damp cloth, but doing so is considered too costly to farmers.⁷



Sheep shearing © Cstaffa used under a Creative Commons CC BY-SA 3.0 Unported License

Sheep shearers are paid by the sheep, not by the hour,⁸ so they have an incentive to go as fast as possible while using a sharp tool that can injure the sheep by nicking or cutting them during the shearing process.⁹ Sometimes, when sheep no longer produce a sufficient amount of wool, they are sent to slaughterhouses to

be killed for cat and dog food.¹⁰ In Australia, it is common for the sheep to be corralled onto overcrowded ships where they travel for over a month, under poor conditions to slaughterhouses in Southeast Asia to be killed for human consumption.¹¹

Some common fabrics that people wear instead of wool are cotton flannel (organic cotton to be environmentally-conscious) and fleece, both of which are also known for keeping people warm.

- 1 “Sheep Raising and Wool Production,” “Wool,” Animal Ethics, <http://www.animal-ethics.org/animal-exploitation-section/animals-used-for-clothing-introduction/wool/>
- 2 “Wool,” Animal Ethics, <http://www.animal-ethics.org/animal-exploitation-section/animals-used-for-clothing-introduction/wool/>
- 3 “Sheep Raising and Wool Production,” <http://factsanddetails.com/world/cat57/sub383/item2121.htm>
- 4 “Sheep for Meat and Wool,” <http://woodstocksanctuary.org/sheep/>
- 5 Ibid
- 6 Ibid
- 7 Ibid
- 8 “Sheep Raising and Wool Production,” <http://factsanddetails.com/world/cat57/sub383/item2121.htm>
- 9 “Wool,” Animal Ethics, <http://www.animal-ethics.org/animal-exploitation-section/animals-used-for-clothing-introduction/wool/>
- 10 Lin, Doris. “Why Vegans Don’t Use Animal Products,” Thought CO., <https://www.thoughtco.com/why-vegans-dont-use-animal-products-127736>, (25 Oct 2017)
- 11 Dugan, Emily. *Independent*, <http://www.independent.co.uk/life-style/food-and-drink/news/exposed-the-long-cruel-road-to-the-slaughterhouse-781364.html> (13 Feb 2008)

MATERIAL BRIEF: LEATHER



Leather shoes and belt: © insiderhenderson used under a Creative Commons CCO License



Cow: © Bugs buny used under a Creative Commons CCO 1.0 Universal Public Domain Dedication



Leather jacket: Brandon Baunach used under a Creative Commons CC BY 2.0 Generic License

Leather is very durable, so it lasts a long time. Many consumers think that it is “fashionable,” “classic,” and “cool.” Leather is made of animal skin, most often from cows.

While some people think leather is just a by-product* of the meat industry, the demand for it actually helps keep the meat industry in business. The meat industry is more profitable when people purchase leather.¹² Ostrich farms, for example, are a growing market in South Africa. These farms are raising the animals specifically for their skin. 80% of the money generated by these farms is from using the animal to make leather while 20% of the profits come from selling the meat of the ostrich.¹³ In other words, both industries go hand-in-hand, and when either product is purchased, it is supporting the use of animals for both.

Farming cows for beef and leather generates a lot of methane, which is a greenhouse gas linked to climate change. If there is demand for leather, there will be a continued interest in

breeding more cows, increasing the amount of methane generated. There is also a high demand for calfskin leather because it is very soft and the most comfortable to wear. This product comes from calves: either newborn cows who are also used for veal** or those who are unborn and prematurely taken from their mothers.¹⁴

Many of the cows whose skins are used to make leather lead lives that are full of suffering and fear. The cows must be skinned and killed to obtain the leather. The process is believed to be very frightening to cows because they can hear and sometimes see their fellow cows being slaughtered.¹⁵

The skin of a cow must be “tanned,” most commonly done with chromium, a chemical known to cause cancer, to turn it into leather.¹⁶ Sometimes chromium waste is dumped onto land where it can seep into local water sources or directly into waterways in large concentrations, causing serious pollution and health hazards for

anyone near the processing areas.¹⁷ The most common leather alternative is pleather, but it is not the most sustainable material since it is plastic, which is petroleum-based. Some of the most innovative minds in the fashion industry are working with new types of material to reduce the fashion industry’s impact on the planet. For example, they are making “leather” out of a variety of sustainable materials: pinatex from pineapple plant leaves; paper which is durable, biodegradable, and water resistant; muskin which is made of mushrooms, and looks similar to suede; and recycled rubber from durable items such as old car and bike tires, and commonly used for items such as belts and purse straps. Since some of these options are still very new, the items made from these materials may be expensive and not easily accessible.¹⁸ However, if there is consumer demand for these products, that can change.

* A secondary product made in the manufacturing of something else

** Meat that is made of a male calf who is fed an iron-deficient diet to make the animal weak and the flesh tender

¹² “Wool, Leather, and Down,” Farm Sanctuary, <https://www.farmsanctuary.org/learn/factory-farming/wool-leather-and-down/>

¹³ Carter, Kate. “Don’t Hide From the Truth,” *The Guardian*, <https://www.theguardian.com/lifeandstyle/2008/aug/27/ethicalfashion.leather>

¹⁴ Ibid

¹⁵ Ibid

¹⁶ Colonnese, Carly. “The Ethical Implications of Wearing Leather,” *The Michigan Daily*, <https://www.michigandaily.com/section/arts/leather-notebook> (13 Dec 2015)

¹⁷ “Chromium Toxicity: Where is Chromium Found?,” Agency for Toxic Substances and Disease Registry, <https://www.atsdr.cdc.gov/csem/csem.asp?csem=10&tpo=5>

¹⁸ “These are the Most Eco-Friendly and Vegan Alternatives to Leather,” MOCHNI, <https://www.mochni.com/these-are-the-most-eco-friendly-and-vegan-leather-alternatives/>

MATERIAL BRIEF: SILK



Silk scarves: © bfick used under a Creative Commons CC BY 2.0 Generic License



Silkworms: © Fastily at English Wikipedia used under a Creative Commons CC BY-SA 3.0 Unported License



Silk ties: © BuildWorldPressCheap used under a Creative Commons CCO License Wedding dresses: © Photo Mix used under a Creative Commons CCO License

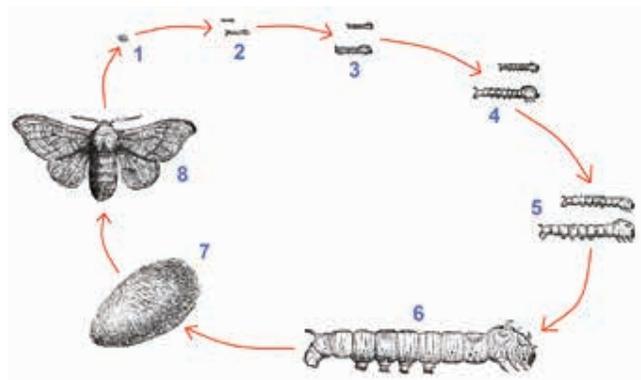


Silk is very soft. Consumers think of it as luxurious and are often willing to pay more for it. It is a natural fiber used to make a lightweight yet strong fabric. Many dresses worn on elegant occasions are made of satin from silk (satin can also be made of polyester or a blend of both materials) because it has a nice look to it, but it is also a very durable material.

Most silk comes from one of a few types of insects, but the most common is the silk moth also known as the *Bombyx mori*.¹⁹ The natural life cycle of the silkworm starts when a female moth lays her eggs. The eggs hatch into caterpillars and experience four molting stages before weaving a cocoon of silk fibers around themselves. While in the cocoon, the caterpillar turns into a pupa (an immature insect between the larval and adult stages of development). The pupa eventually transforms

through the chrysalis* process into a moth, chewing out of the cocoon.²⁰

However, silk is mass-produced in the fabric industry, so people breed silkworms on a large scale for the



Silkworm cycle: © B kimmel used under a Creative Commons CC BY-SA 4.0 International License

purpose of harvesting their silk.²¹ After the silk cocoon is spun and before the pupa can break out of the cocoon fiber as a moth, the cocoons are plunged into boiling water or gassed to kill the chrysalis so that the cocoon fibers can be

made into silk threads.²² In order to make 1 yard of silk, 3,000 silkworms must be killed. It is estimated that the silk industry kills hundreds of thousands of silkworms each year.²³

There are many fibers available that look and feel like silk and some are less expensive, such as nylon (which is petroleum-based) and rayon (which is semi-synthetic, derived partially from a plant). Some other thin and lightweight plant-based material options to consider are linen, hemp, milkweed seepod fibers, and silk-cotton tree filaments.²⁴ Interestingly, some scientists are creating “microsilk” in laboratories, after developing proteins similar to the DNA of spiders and their webs, which can be spun into strands for knitting.²⁵

*A sheltered state or stage of being or growth

¹⁹ “Silkworms,” The Columbia University Press: Encyclopedia.com, <http://www.encyclopedia.com/plants-and-animals/animals/zoology-invertebrates/silkworm>

²⁰ Desandies, Manyee. Lifecycle Pictures, <http://www.suekayton.com/Silkworms/lifecycle.htm>

²¹ Wells, Christine. “Why Vegans Don’t Wear Silk,” <http://gentleworld.org/do-vegans-use->

silk/ (1 Dec 2012)

²² University of Illinois at Urbana-Champaign (2006) “Silkworm (*Bombyx mori*),” *Insects and People*, 6 Jan. <http://www.encyclopedia.com/sports-and-everyday-life/fashion-and-clothing/textiles-and-weaving/silk#2896600092>

²³ Ibid

²⁴ “Compassionate Threads for Everyone!” Happy Cow, <https://www.happycow.net/vegtopics/fashion> 25 Wendlant, Astrid.

²⁵ “Fashion’s Interest in Alternative Fabrics Keeps Growing,” <https://www.nytimes.com/2017/11/12/style/alternative-fabrics-sustainability-recycling.html> (12 Nov 2017)

MATERIAL BRIEF: FUR



Fur coat: © Robert Sheie used under a Creative Commons CC BY 2.0 Generic License



Fox: © Used under a Creative Commons CCO Public Domain



Fur trim coat: © Used under a Creative Commons CCO Public Domain

Fur is a material that consumers associate with luxury and consider a symbol of status. People interested in this product are often willing to pay more for real fur.²⁶ It is a warm material that feels soft to the touch.

However, many consumers have ethical concerns about wearing real fur. Most animals whose fur is taken for products like coats and boots with fur trim are raised on fur farms. They are confined in facilities that are often dirty and uncomfortable.

This confinement causes extreme stress for the animals who live there.²⁷

The only way to obtain fur from animals is to kill them. The industry uses methods to kill the animals that will keep their fur intact. The most common ways of doing this are electrocution or gassing, both of which are often done while the animals are still fully conscious. Fur is also taken from wild animals who

are intentionally caught in “leg-hold” traps.²⁸ These traps are banned in Europe but are still used in the U.S. and Russia.²⁹ They trap the animal’s leg in sharp metal clamps, causing excruciating pain. Since these traps are left out and are not constantly

raccoons. The fur industry kills a lot of wildlife to stay in operation. To make one fur coat, it takes a lot of animals: 150-300 chinchillas or 200-250 squirrels or 50-60 minks or 15-40 foxes.³¹ Additionally, fur produces “more greenhouse gases and water pollution than any other textile.”³²

Faux fur products which are made from a synthetic material, polymer fibers, provide a very realistic option for someone interested in the look of a fur coat that is



Coyote in leg-hold trap: © Sarah Stierch/Smithsonian Institute Archives used under a Creative Commons CC BY-SA Public Domain



Mink at Fur Farm: © Oikeutta eläimille used under a Creative Commons CC BY 2.0 Generic License

monitored, animals who are not being hunted for their fur can also become trapped. Some animals become so frantic that they will bite off their own leg in order to escape. They may be starving while trapped and may be kept from their young who depend on them for survival.³⁰

The fur industry uses many different species of animals to make fur coats, including rabbits, lynx, coyotes, and

not made from actual animals. Some companies, such as Vaute Couture, focus on making high-end (expensive and fashionable) clothing out of eco-conscious materials, including organic cotton and recycled fibers. Vaute Couture is known for their warm and stylish winter coats which are 100% animal-free and environmentally-friendly, while also providing a comparable alternative to traditional fur coats.³³

26 “Fur Fashion Boom Faces a Growing Backlash,” DW: Made for Minds, <http://www.dw.com/en/fur-fashion-boom-faces-a-growing-backlash/a-37026137> (6 Jan 2017)

27 “Fur Farms,” Animal Ethics, <http://www.animal-ethics.org/animal-exploitation-section/animals-used-for-clothing-introduction/fur-farms/>

28 Wicker, Alden. “Are You a Hyprcite When It

Comes to Wearing Fur,” Refinery29, <http://www.refinery29.com/fur-industry> (23 Jan 2015)

29 Ibid

30 The Association for Protection of Fur-bearing Animals, <http://thefurbearers.com/trapping-and-wildlife/types-of-traps>

31 “Fur Farms,” Animal Ethics, <http://www.animal-ethics.org/animal-exploitation-section/animals->

[used-for-clothing-introduction/fur-farms/](http://www.vautecouture.com/used-for-clothing-introduction/fur-farms/)
32 Siegle, Lucy, “Is Wearing Fur Ethically Worse Than Wearing Leather,” *The Guardian*, <https://www.theguardian.com/environment/2015/feb/15/is-wearing-leather-less-moral-than-wearing-fur>

33 Vaute Couture, <https://vautecouture.com/>

STORE OWNERS' BUSINESS MEETING

Name(s) _____ Date _____

Directions: Read the scenario below. Complete Part I on your own and Parts II and III with your small group.

Co-Owners' Business Meeting

Scenario: You and your three friends are going into the fashion business together. You want to discuss the prospect of selling clothing made of wool, leather, fur, and silk at your department store. Each co-owner of the group will read their *Material Brief* (on one of those four items) which was prepared by an intern* and will present their findings at today's business meeting. As a group, you will discuss the pros and cons of selling clothing items made of these materials by taking into consideration each material's impact on your business, people, animals, and the planet. Your group must come to consensus on whether or not you will sell clothing made from each of the four materials and explain why.

Part I: Preparing for Your Meeting by Gathering information

Read your *Material Brief* and underline key details in response to the following questions:

- What are the advantages of using this material for clothing?
- What are the disadvantages of using this material for clothing?
- How are animals and the environment impacted by the production of this material?
- What are the alternatives to this material? What are the advantages and disadvantages of the alternatives?

Part II: Present the *Material Brief* Information

Each co-owner will take turns presenting the information from their *Material Brief*. After each co-owner presents, the group will discuss each of the following questions. Another group member will take notes using the graphic organizer provided.

- What do you think about the advantages and disadvantages of this material?
- How do you feel about the way animals and the environment are impacted in the production of this material?
- If we purchase clothing made of this material and sell it, in what ways are we responsible for the impact this product has on people, animals, and the planet?
- What are the alternatives for this product?
- Would you consider selling this alternative material instead? Why or why not?
- Do you think we should sell this product at our store? Why or why not?
- What other thoughts or concerns do you have about this product?

Part III: Reach Consensus and Reflection

Use active listening skills and respectful dialogue to reach consensus about what merchandise you will and will not sell at your store. Once you reach consensus, provide your decision in writing in the space provided and answer the additional questions to reflect on your group's process.

* Intern refers to a student or trainee who works, sometimes without pay, at a trade or occupation in order to gain work experience.

STORE OWNERS' BUSINESS MEETING

Name(s) _____ Date _____

Part II: Present the *Material Brief* Information

As a group, discuss each material following the process described in the Part II directions. Ask one person to be the questioner and another student to be the recorder to take notes during the discussion using the graphic organizer below.

MATERIAL	DISCUSSION NOTES ON THE MATERIAL
Wool	
Leather	
Silk	
Fur	

STORE OWNERS' BUSINESS MEETING

Part III: Reach Consensus and Reflection

As a group, take some time to review the information that has been presented. Discuss together the pros and cons of each material. While taking into consideration each co-owner's point of view, reach consensus as to what you will and will not sell at your store. As you discuss, consider the following: (1) Are there alternatives that you might use instead? (2) Could you sell this material if it is being reused rather than made for the first time? (3) Would you want to buy this locally? (4) Would you sell this material if you could find a source that you knew you could trust to be humane?

1. Once you make a decision, record what your group agreed to for each material: wool, leather, silk, and fur.

2. Explain why your group made the decisions you made.

3. How did your group decide what to sell and what not to sell?

4. In what ways (if any) do you think that you, as the store owners, are responsible for the impact that the items you sell will have on people, animals, and the planet?

5. How was the process of coming to a consensus? How did all of the co-owners feel about the final decisions that were made?
