W 961

CLOTHING & TEXTILES

Textile Production Worksheet

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Clothing & Textiles

Textile Production Worksheet

Skill Level
Intermediate

Learner Outcomes
The learner will be able to:

Define entrepreneur
Give one example of a famous entrepreneur
Design a textile given limited supplies
Budget a textile given price per supply
Forecast profit based upon budgeting

Educational Standard(s) Supported
6.RP.A.3, 6.SP.B.5, 7.RP.A.2, 7.NS.A.3, 7.SP.D.8

Success Indicator
Learners will be successful if they:
Construct at least 1 textile under budget

Time Needed
30 minutes or less

Materials List
Beads
Coffee filters
Glue or glue sticks
Markers
Paper
Ribbon
Ruler
Scissors
Babylonia Textiles Planning Handout

Introduction to Content

Entrepreneurship is a means of discovering new ways of combining resources successfully. Budgeting is a soft skill that can be used in all aspects of everyday life.

Introduction to Methodology

This activity utilizes group work and discussions to build a picture of the complexity of the textile industry. It aims to have 4-Hers work together or in pairs to design and create a textile using given supplies and a budget.

Curriculum Specialist

Prepared using research based practices in youth development and experiential learning.

Terms and Concepts Introduction

entrepreneur – a person who organizes and manages a business by utilizing available resources

textile – a type of cloth or woven fabric

Tips for Engagement

Ask club members if they can name one famous entrepreneur. Together generate a list and research their successes and failures.

Watch the video below from Brooks Brothers and Southwick suit facility about how suits have been sewn since 1818 and evolved to be sewn 200 years later.

SCAN ME

Setting the Stage and Opening Questions

In this activity, each student is an **entrepreneur** in ancient Babylonia. Entrepreneurs are leaders within the business world who organize and manage their teams. Some examples of famous entrepreneurs are Walt Disney, Steve Jobs, Bill Gates, Oprah Winfrey and Benjamin Franklin. Being an entrepreneur is not always fun and easy. Each of these famous people have suffered great losses and put in many long, tiring hours.

In this activity, we will design and create at least one **textile** using household items while sticking to a budget.

Tell students: **Today, we are all entrepreneurs. Alongside your group members, you need to produce an enticing textile that people will want to buy and wear. Pay attention to the costs involved with producing each textile and the price you expect to sell each textile for.**

Experience

Divide students into groups of 2-3. Provide each group with access to an assortment of all the materials listed in the table below. Students will work together to design at least one textile using the provided materials (see table below). Students will need to calculate the price they expect to sell their textile for (ex. 45 shekels of silver per textile) and the cost to make their textile (it must cost less to make than what you sell it for). All groups will be assigned budgets that they need to stick to. Account for all materials and tools you use in producing your sample textile by completing the table below.

RESOURCE	COST	NUMBER USED	TOTAL COST
Coffee Filter	5 shekels		
Piece of paper	5 shekels		
Glue	5 shekels per textile		
Markers	3 shekels per color		
Ruler	4 shekels per textile		
Scissors	5 shekels per textile		
Beads	1 shekel per bead		
Workers (your group)	5 shekels per textile		
Ribbon	1 shekel per foot		
Total Cost of Each Textile Unit			

Share

Lead students through a debrief of the experience:

- How much did it cost to make your textile?
- How much would you sell your textile for?
- What do you expect your profit will be on each unit of textile you sell?

Process

Lead students through a discussion to help them understand that there are many small steps and supplies that go into the clothes we wear every day and the towels we use to bathe. On average, 24 people have a hand in making the t-shirt you are wearing. This might include a cotton farmer, buyer, designer, pattern cutter, seamstress and, finally, you. To learn more about all the people involved in creating apparel, scan the provided QR code or click the image.



Generalize

Remind students that resources and a budget impacted their ability to design and create a textile. This happens every day in the real world. Take cotton as an example. If we have a rainy summer and cotton doesn't grow in plenty, then entrepreneurs needing cotton might have to pay more which means you and I pay more at the store.

Have students recalculate the impact of the cost of production of their textile if the cost of materials is raised as listed in the chart below. Would they also have to change the price for which they would sell their textile to make a profit?

RESOURCE	COST
Coffee Filter	4 shekels
Piece of paper	6 shekels
Glue	5 shekels per textile
Markers	6 shekels per color
Ruler	3 shekels per textile
Scissors	6 shekels per textile
Beads	3 shekel per bead
Workers (your group)	5 shekels per textile
Ribbon	2 shekel per foot

Apply

Now that you have all learned about textiles and the cost of making clothes we wear every day, generate a list of reasons why clothing prices vary. Scan the QR code to the right or click on the image to open an article explaining the science behind clothing price points.



Life Skill(s)

6th Grade Hands, Working
Use skill, effort or ability to accomplish a goal.
Coordinate the interaction to complete the task (work together).

7th Grade Head, Thinking
Learn to form ideas, make decisions and think critically.
Consider priorities, resources, needs, interests for a given problem or situation.

8th Grade Head, Managing
Wisely use resources to achieve a purpose.
Allocate a supply to last a given length of time.

Supplemental Information
Educational Standards Met

6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables or equivalent ratios, tape diagrams, double number line diagrams, or equations).

6.SP.B.5

Summarize numerical data sets in relation to their context.

7.RP.A.2

Recognize and represent proportional relationships between quantities.

7.NS.A.3

Solve real-world and mathematical problems involving the four operations of rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

7.SP.D.8

Summarize numerical data sets in relation to their context.

Babylonia Textile
Planning Worksheet

Group Members: Assigned Budget: _____

Textile: _____

Resource	Cost	Number Used	Total Cost
Coffee Filter	5 shekels		
Piece of paper	5 shekels		
Glue	5 shekels per textile		
Markers	3 shekels per color		
Ruler	4 shekels per textile		
Scissors	5 shekels per textile		
Beads	1 shekel per bead		
Workers (your group)	5 shekels per textile		
Ribbon	1 shekel per foot		
		Total Cost of Each Textile Unit	

Thinking about your budget, what price do you need to sell your textile at in order to make a profit?

_____

Babylonia Textile
Planning Worksheet

Now, use the table below and consider if your textile needs to have an updated price due to an impact in production costs.

Resource	Cost	Number Used	Total Cost
Coffee Filter	4 shekels		
Piece of paper	6 shekels		
Glue	5 shekels per textile		
Markers	6 shekels per color		
Ruler	3 shekels per textile		
Scissors	6 shekels per textile		
Beads	3 shekel per bead		
Workers (your group)	5 shekels per textile		
Ribbon	2 shekel per foot		
		New Total Cost of Each Textile Unit	

Considering these new prices for materials, what new price do you need to sell your textile at in order to make a profit?

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