

# GAME OF CLOTHES

## Statement Game

The game is based on 16 given statements. Depending on the time or mood it can be played in different scenarios - from the game of pantomimes to a longer debate. All statements are related to the topic of fashion and will help players with critical thinking, finding arguments, debating and describing their thoughts and opinions.

The topic of fashion was chosen to bring the spotlight on excessive production and consumption of clothes we are experiencing. As consumers and citizens we need to be aware of the impacts of the fashion industry on our lives and lives of those who make our clothes.

You can find more rules to download in English, Slovak, Czech, Polish and Hungarian on [edugames.recycool.academy](http://edugames.recycool.academy).

Games were created by Fashion Revolution teams located in the Visegrad countries, with financial support of the International Visegrad Fund. Fashion Revolution is a world-wide movement for transparency in the fashion industry, which leads towards the acceptance of human and environmental rights. Find more on [www.fashionrevolution.org](http://www.fashionrevolution.org).



Nitka

Game Nr.1

## STATEMENT CARDS IN DISCUSSIONS

### Objective

The objective of this discussion game is to encourage a deeper conversation between people and discover each other's opinions and approaches to life.

### Number of players

2 or more.

## Description

Statement cards can be used during group activities with the aim of striking up deeper conversations between people and getting to know each other better. These are suggestions on how they can be used. The discussions can be held in pairs or in small groups; before them, players should have some time to read and fully understand the statements and their implications. The discussions should be open, with each player contributing equally, and the players should be reflecting on each other's comments. Opinions and views of each person participating in the discussion have to be heard.

## Rules

### 1.

Players are going through the cards and discuss the statements in groups (ideally, made of 2-5 people). They can enliven the discussion with the following questions:

- Have I heard this statement before? From whom and on what occasion?
- Have you ever thought about the implications of this statement?
- What does this statement imply?
- Is this statement:
  - » general knowledge
  - » a scientifically verified fact
  - » a statement of the current situation/reality
  - » an excuse
  - » an emotional statement
  - » anything else?
- Do you consider this statement true or false in relation to your life circumstances?
- Is there any supporting evidence for this statement? If so, what is it?
- What is your opinion or feeling about this statement?

### 2.

Players in groups (or in pairs) evaluate the following statements:

- Does this statement describe a problem or a solution?
- Is it a problem or is it a solution?
- Or is it both?
- If it is a problem - what is causing it?
- And if it is a solution, is it the right one - the one that works for me and for society - or are there some other solutions, and better ones at that?
- Why is that?

### 3.

Players in groups (or in pairs) pick two cards and try to find logical and realistic connections between the two statements. They can make up connections and stories, but all of them should be realistic and befitting their surroundings.

(Example: I CARE ABOUT PEOPLE WHO MADE MY CLOTHES. I KNOW WHAT MY CLOTHES ARE MADE OF. - finding a connection between these two can lead to a higher awareness of the working conditions of garment workers / people making our clothes, and linking them to our responsibilities as customers / consumers of fashion.)

## Methodology Tips

- Depending on the situation and group, it would be best to work with selected statements, not with all of them.
- Consider the educational level of the players and their involvement and interest in the topics.

### Game Nr.2

# RATE THE STATEMENTS

## Objective

To measure and reflect on our own attitudes towards fashion/clothing through a set of statements.

## Number of players

4 or more.

## Tools

Small pieces of paper and a pen for each player. A sheet of paper and a pen for the game moderator.

## Rules

The game moderator is reading out statements (in random order, or selected sentences), one at a time. The players write their ratings on a piece of paper, then give them to the game moderator who counts them and offers a general insight into how the group views the statement (this way the poll is anonymous, but it can be open as well). The game moderator can start the conversation on the basis of which numbers were most popular – in other words, what the majority of the group thinks about a particular statement, and whether they all mean the same. The group can discuss why they chose that number and state their opinions. They get a chance to rephrase the sentence so that it is true for them. At the end of the discussion, they can rate it again if they have changed their mind.

Rate the statement according to how true it is for you or how well it reflects your opinion.

Mark:

1. if it is not true for you at all
2. if it is somewhat true
3. if it is neutral / it doesn't matter / it is not relevant / you don't know / you can't decide either way
4. if it is quite true for you
5. if it is very true for you / always true for you

## Methodology Tips

- The duration of the game depends on how many statements players want to discuss and to what extent.
- The rating game doesn't work with excuses. Excuses should be left out or reworded, for example: But the label says it's green / recycled. → I believe in what the brands put / print on labels.
- By the end of the discussion, each group member can come up with how they would rephrase the statement in a way that is true for them specifically. For example: I want to be cool, so I need to find my own style - one that is unique and lets me express myself.
- The rating can be used as a measuring tool before or after a discussion or a project related to the fashion industry to measure if there has been an impact. The measuring format can be different, for instance, it can be a form with all statements in which players have to circle a number for each sentence. Players circle a number for each sentence and rate the statement according to how true it is for them or to how well it reflects their opinion. They mark 1 if it is not true for them at all, 2 if it is somewhat true, 3 if it is neutral / it doesn't matter / it is not relevant/ they don't know/ they can't decide either way, 4 if it is quite true for them, or 5 if it is very true for them / always true for them.

### Game Nr.3

## DEBATE CLUB

### Objective

Debating is a great tool for teaching players how to discuss, choose best arguments, play roles, present their point of view, agree or disagree politely and constructively. Debates are also conducive to developing oracy skills. What's more, this game will help the players to become more informed and aware of the biggest problems in the garment industry.

### Number of players

6 or more.

### Tools

Pens, sheets of paper for taking notes, chairs to sit on.

### Description/Rules

A debate is a discussion about an issue or a statement.

It is important to highlight that your arguments and speeches during the debate do not necessarily reflect your personal opinions or beliefs.

A debate usually involves three groups: one supporting the statement/issue (the proposition team), one opposing the statement/issue (the opposition team), and one composed of those who are watching, asking additional questions and – last but not least – judging the quality of the arguments and the performance in the debate (the audience / the judges).

Players should be divided into 3 groups (teams). The role of debate moderator can be given to someone from the audience or to a teacher/educator. The moderator can be changed after one turn of the debate or the chosen educator/teacher can play this role throughout the event. The groups should be changed after each round of debating – for example, the audience becomes the proposition team, the proposition team becomes the opposition team, and so on.

The number of rounds depends on how much time you have, as well as on the wishes and the willingness of the players (and the moderator!). We provide an estimated duration (in minutes) of one round.

There are three teams, each composed of two or more members. It is better when teams are composed of more than two players.

The moderator picks a card with a statement. The chosen statement is shown to the audience and to the two debating teams. It is a good practice for the moderator to choose a statement and prepare themselves before the game: find some information, tips, etc. both to facilitate the discussion and to better summarise it.

Both teams are given time (about 5 minutes) to prepare their speeches and come up with solid arguments. They can take notes.

The debate is started by the proposition team (the team that supports the statement) – one member presents their arguments. Then, one representative of the opposition team takes their turn. Each turn should last from 1 to 3 minutes. This pattern is repeated for the rest of speakers in each team.

Judges are taking notes during the debate and are not allowed to react in any way. Both teams take a 5-minute break to think up and write down arguments against the other team's statements made in a given round. The rebuttal round starts, with each team defending their initial statements. This round is shorter, as it lasts only 3-5 minutes, and includes closing arguments.

When the debate is over, the moderator should give the players some time (10 minutes) for a summary and discussion. Also members of the audience can be given an opportunity to ask additional questions and then, in the final part, to express their own thoughts and opinions/views on the matter. Members of the debating teams may also wish to reflect on their speeches and seek feedback from the audience, including the teacher/ leader/moderator/educator.

## **Methodology Tips**

The moderator should be well prepared – it's a good practice to prepare some additional information and data about the garment industry. Some of the statements could be difficult to debate. The moderator should choose a statement for the game; the statement NO ONE SHOULD DIE FOR FASHION should be excluded.

It can be challenging for teenagers to come up with arguments related to some of the issues, but – on the other hand – it can be very motivating and developing for them if they manage to find valid arguments.  
It could be better if the educator chooses a statement.  
It is very important to watch the time. The debate is probably better suited for older players; their experience may result in higher-quality argumentation.

## Game Nr.4

# WORLD CAFE METHOD

### Objective

This activity is an easy, creative and flexible way to hold a group discussion about topics related to fashion. It allows for connecting similar topics and pieces of information on fast fashion.

### Number of players

Groups of 3-5 people.

### Tools

Tables, chairs, classroom, pieces of paper for notes or mind mapping.

### Description

This activity is an easy, creative and flexible way to hold a group discussion about topics related to fashion. It allows for connecting similar topics and pieces of information on fast fashion.

### Rules

#### 1.

Create groups of 3-5 people (they can sit at different tables or create small circles) and select one host. Discuss the statement that was chosen.

What is the implication of it in your life?

Is it right or does it have to be changed?

A large piece of paper can be placed on the table, so everyone can take notes or doodle on it. You can join some of the thoughts together, creating a mind map. Leave 10-20 minutes for discussion. Optionally, you can use a "talking stick".

What to write down or draw in a mind map:

Own feelings

Own opinions

Objective facts

**2.**

Go to another table with different people (the game moderator stays and briefly tells the next group what has happened) and discuss what you have learned from the previous discussion. The game moderator can look at the notes and drawings for more input, and you can add something as well.

**3.**

Continue visiting other tables to collect the opinions of as many people as possible, and then the group can decide if you share insights with everyone (whoever wants to). Try to look for patterns and come to an agreement. Alternatively, participants can discuss different statements at each table.

## Game Nr.5

# MIND MAPPING

### Objective

The objective of this activity is to view the topic of fashion in a complex way, connect the statements with our own experience, explore different mindsets and compare each other's insights.

### Number of players

2 or more.

### Tools

Pen, crayons, pieces of paper.

### Description

Players familiarise themselves with all the statements on the cards and make sure they fully understand them. They can work in two ways:

- Individually, each of them making their own mind map and then compare them at the end (through interactive discussion)
- Collectively, working together on one mind map (thus practising teamwork).

Ideally, mind mapping should be done with the use of a big sheet of paper (or a digital drawing program, if online), on which players can place the cards. There are no right or wrong answers – how the map turns out depends solely on the players' knowledge, feelings, awareness, life situation, and mutual interactions.

Players should search for connections, explore relationships between respective statement cards, and write/draw these on paper in a way that makes sense to them. They should be able to argue the position of each card. They can classify cards by the topic:

- human rights
- environment
- consumption/shopping habits
- care for clothes
- social habits/statements, etc.

They may realise that the categories overlap, and it is acceptable, as long as they can justify their opinion.

At the end, the players display their mind maps by setting up a gallery. They can compare each other's projects, if they were working separately. Alternatively, they can work in groups and then compare group maps to learn about other points of view or other ways of thinking.

## Methodology Tips

- Depending on the level of education, it would be best to describe respective aspects(human rights, shopping habits, etc.). Not every group/player is aware of the terminology or what a specific sphere involves.
- If there is time, this can be turned into a longer workshop: players make a mind map in the form of a collage with pictures, drawings, fabrics, cuttings, labels, etc.

## Game Nr.6

# IF I RULED THE FASHION WORLD

### Objective

Objective of this activity is to improve essential communication and listening skills.

### Number of players

5-20.

### Tools

Statements printed on cards, could be laminated; a room with chairs.

### Description

A game for novice debaters – during the game, we might have to argue against something we believe in, so it is important for us to try and understand the opposing point of view. Furthermore, this is a great way to make children appreciate the other side of an argument, helping them develop critical thinking skills.

"If I ruled the fashion world" is a quick game and a good starting point for a new group of people (they get to learn each other's names), but also for some initial reflection on the issue of the fashion industry.

Form a circle and explain the game. This is a good activity for the first meeting, as it helps people learn each other's names, while the skills taught through the game can prove helpful during a debate.

## Rules

At the beginning of the game, each player draws a statement which they will debate during the game with a game moderator. Alternatively, players can pick a statement of their choice. Unfortunately, there is a risk that the player will not get a statement that resonates with them. Then the players create a circle.

The first person reveals their name and makes a statement about what they would do if they ruled the fashion world. For example:

Person A: *"My name's Zuzana and if I ruled the fashion world, no one would die for fashion."*

The next person has to repeat what the previous person said and expresses their opinion on it with a brief justification. For example:

Person B: *"Her name is Zuzana and if she ruled the fashion world, no one would die for fashion. I would choose the same because the other day I saw a documentary on TV about the collapse of Rana Plaza in Bangladesh. And yes, people were dying, which was absolutely awful."*

Then this person reveals their name and introduces their own statement.

For example:

Person B: *"My name is Marek and if I ruled the fashion world, everyone would care about people who make clothes."*

Person C: *"His name is Marek and if he ruled the fashion world, everybody would care about the people who make clothes, and I couldn't agree more because if we want an ethical fashion industry, transparency is the key."*

Person C: *"My name is Romana and if I ruled the fashion world..."*

This continues around the circle. If the circle is large, the game moderator can pick someone standing in another part of the circle so that none of the players gets bored. Alternatively, you can split the big group into two small ones.

## Methodology Tips

This game is great for a group of players who don't know each other too well.

Game Nr.7

# THE SOCRATIC METHOD OF DISCUSSING

## Tools

Chairs to sit opposite each other,  
a pen, a piece of paper

## Number of players

2 or more.

## Objective

Wikipedia: The Socratic method [...] is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions.

This type of discussion, based on asking and answering questions, develops critical thinking skills and helps get to the heart of the subject. Discussions in pairs can be very stimulating; very often, we have to acknowledge our lack of knowledge (or ignorance of data and facts) or the falsity of our beliefs.

## Description/Rules

Wikipedia: The Socratic method [...] is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions. The group works in pairs. Every pair is given two statements to discuss.

In the first round, one person presents the statement to their interlocutor and starts with revealing whether they agree with the statement or not. The interlocutor should stimulate the discussion by using different kinds of questions: both short and simple (for example “Why?” or “Where?”) and detailed (such as “Why do you agree with this statement?”, “Do you have any information about this subject?”, “Who said/wrote that this is true?”, “Why don’t you repair your own clothes?” or “Why do you care about the people who made your clothes?”).

In the second round, co-speakers switch their roles: the one who was asking questions now presents their point of view and the next statement.

At the end of the discussions, both speakers can briefly (with each other or in front of the whole group) evaluate their answers, talk about their thoughts and opinions, etc. They can shortly summarise their discussion and answer some basic questions: did they change their point of view / opinion during the game? Were the statements/questions/answers surprising? Was the discussion overwhelming, cheerful, enjoyable, thought-provoking, etc.? Did they agree or disagree with their partner?

## Methodology Tips

This game can be challenging, especially for younger players. Players need some time to prepare themselves for the discussion. The moderator should be well prepared too – it’s a good practice to prepare some additional information and data about the garment industry for players.

This game is more suitable for older players.

Statement Game

I care about the people  
who made my clothes.

Záleží mi na lidech,  
kteří vyrábí mé oblečení.

Fontosak nekem azok az emberek,  
akik a ruháimat varrták.

Przejmuję się osobami,  
które robiły moje ubrania.

Záleží mi na ľuďoch,  
ktorí vyrábajú moje oblečenie.



Statement Game

No one should die for fashion.

Nikdo by kvůli módě neměl umírat.

Senkinek sem kellene meghalnia  
a divat miatt.

Nikt nie powinien umierać przez modę.

Nik by nemal zomrieť pre módu.



Statement Game

But the label says  
it's green/recycled.

Ale na visačce pišou, že je to  
eko/recyklované.

De a címke szerint  
környezetbarát/újrahasznosított.

Przecież na metce było napisane,  
że ubranie jest ekologiczne/pochodzi  
z recyklingu.

Ale na visačke je,  
že je to recyklované.



Statement Game

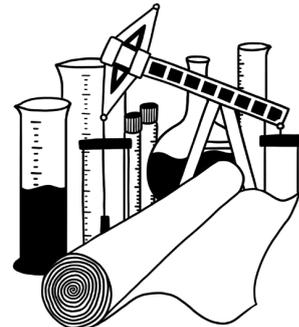
I understand that the fashion industry  
can be dirty but I just can't change it.

Rozumím tomu, že módní průmysl může být  
špinavý, ale já to prostě nedokážu  
změnit.

Értem én, hogy a divatipar szennyező,  
de én nem tudom azt megváltoztatni.

Wiem, że sytuacja w branży modowej nie  
jest idealna, ale nie mogę z tym nic  
zrobić.

Rozumiem, że módny priemysel je špinavý,  
ale nie je v mojich silách to zmeniť.





Statement Game

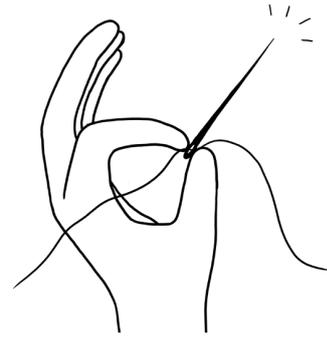
Mending clothes is for losers/the poor.

Opravování oblečení je pro chudáky.

Az elszakadt ruhákat csak a lúzerek/szegények varrják meg.

Naprawianie ubrań jest dla przegrzywów/biedaków.

Opravovanie oblečenia je pre chudákov.



Statement Game

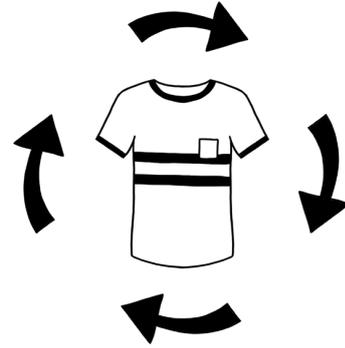
Loved clothes last.

Milované oblečení vydrží.

A szeretett ruháknak hosszabb az élettartama.

Ubrania, o które się dba, żyją dłużej.

Milované kúsky vydržia.



Statement Game

All clothes collected in textile containers are distributed to charity.

Všechno oblečení z kontejnerů na textil putuje na charitu.

A textil-gyűjtő konténerekbe dobott ruhák jótékony szervezetekhez kerülnek.

Wszystkie ubrania z kontenerów na tekstylia są dostarczane organizacjom charytatywnym.

Všetko oblečenie zozbierané v textilných kontajneroch je odovzdané charitám.



Statement Game

I want to be cool. That is why I need to follow the trends in fashion.

Chci být cool. Proto potřebuji sledovat módní trendy.

Én vagány akarok lenni. Ezért követnem kell a divat-trendeket.

Chcę być cool. Dlatego muszę podążać za najnowszymi trendami mody.

Chcem byť cool. Preto sledujem trendy v móde.





Statement Game

I know what my clothes are made of.  
Vím, z čeho je mé oblečení vyrobeno.  
Tudom, milyen anyagból készültek  
a ruháim.  
Wiem, z czego zrobione są moje ubrania.  
Viem, z čoho je moje oblečenie vyrobené.



Statement Game

It's impossible for me to find  
good clothes in second hand shops.  
Není pro mě možné, abych na sebe  
v second-handu našla/našel dobré  
oblečení.  
Lehetetlen számomra, hogy jó ruhákat  
találjak egy turkálóban.  
Nie mogę znaleźć dobrych ubrań w sklepach  
z odzieżą używaną.  
V second hand obchodoch nedokážem nájsť  
dobré oblečenie.



Statement Game

Buying new clothes is easy and cheap.  
Nakupování nového oblečení  
je snadné a levné.  
Új ruhákat venni könnyű és olcsó.  
Kupowanie nowych ubrań  
jest proste i tanie.  
Nakupovať nové oblečenie  
je jednoduché a lacné.



Statement Game

Sustainable fashion is not affordable.  
Udržitelnou módu si nemůžu dovolit.  
A fenntartható divat nem megfizethető.  
Moda ekologiczna nie jest  
przystępna cenowo.  
Udržiteľnú módu si nemôžem dovoliť.





Statement Game

I have nothing to wear.

Nemám co na sebe.

Nincs egy ruhám se, amit felvegyek!

Nie mam się w co ubrać.

Nemám si čo obliecť.



Statement Game

I just can't wear clothes which were worn by someone else before.

Já si prostě nemůžu dát na sebe oblečení po někom.

Én egyszerűen nem tudom hordani azokat a ruhákat, amiket más már korábban használt.

Po prostu nie mogę nosić ubrań, które były noszone przez kogoś innego.

Nemôžem si dať na seba niečo, čo už niekto predtým nosil.



Statement Game

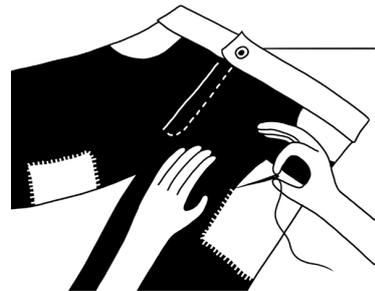
I like personalising my wardrobe with my own hands.

Rád/a si upravuji šatník vlastními rukama podle svých představ.

Szeretem egyedivé tenni a ruháтарам.

Lubię samodzielnie personalizować swoje ubrania.

Rád/rada si upravujem oblečenie vlastnými rukami.



Statement Game

I'm not into fashion, I have nothing to do with fashion and clothes.

Móda mě nezajímá.

Mě se móda nebo oblečení netýká.

Engem nem érdekel a divat, semmi közöm a divathoz és a ruhákhoz.

Nie interesuję się modą ani ubraniami.

Móda ma nezaujíma, mňa sa oblečenie a móda netýkajú.

