

En Vogue Final conference
Rome, 29th – 30th September 2011
Workshop: En Vogue tools in training practice

Tool number	52
Tool title	Taking care of one's clothes
Key competences	Communication in the mother tongue Social and civic competences
Skills list & learning objectives	<p>Social skills:</p> <ul style="list-style-type: none"> ➤ Personal: self esteem, empathy, responsibility, coping with stress, self motivation ➤ Self-management ➤ Conflict management <p>Learning objectives:</p> <p>The learners understand the importance of sharing responsibility regarding housework in order to avoid gender inequalities. They will be motivated to take care of their own things and value household work.</p>
Abstract <i>(short description of the content and output of the tool)</i>	This activity looks at daily activities related to taking care of clothes in order to value housework and encourage learners to take care and responsibility of their things and promote shared responsibility in housework. It also introduces the concept of competences.
Equipment – materials - Instruments to be used <i>(e.g. excel, camera...)</i>	Different garments or cardboard cards including images, description and washing labels of garments (e.g. silk blouse, wool sweater). Bottles of detergent, fabric softener, bleach (for the game)
Minimum level of knowledge of beneficiaries	None required
Step by step instructions <i>Star System</i> indicating different levels of difficulty: easy = ★ medium = ★★ advanced = ★★★	<p>Task 1: ★</p> <p>Introduce the topic “Who washes the clothes?” and start a debate over shared responsibility among family members. After the discussion, they should ask members of their family for the next task.</p> <p>Task 2: ★</p>

	<p>Arrange in groups of 3-5 each with flip chart material and pens They list on the flip chart sheet all the activities related to taking care of their own clothes and write who performs each activity at home and how long each takes .</p> <p>They walk around the class and read each other's lists. Whole class compare and discuss the lists. A discussion may also be started over the indispensable competences related to housework and the time and effort tied to each activity. Participants may be invited to reflect on their skill sets, as well as those of family members usually responsible for housework in families.</p> <p>Task 3: ★</p> <p>Split the group in teams to play a game. Each team is given some garments (or a card including an image of the garment, its description and washing label). Put some bottles of washing products (detergent, fabric softener, bleach...) on a table.</p> <p>The goal of the game is to be able to wash clothes according to instructions. Every team goes to the table with the washing products and describes how they wash and take care of every garment (products used, hand wash, temperature of washing machine, ironing, etc.). If the team does not take proper care of the garment, they lose it. The team which is able to retain most garments is the winner.</p>
<p>Methods (e.g. role playing, interview, exercise...)</p>	<p>Research, interviewing, group discussion, calculating, game</p>
<p>Assessment</p>	<p>The aspects that need to be assessed are:</p> <ul style="list-style-type: none"> ➤ Active participation in group discussion and games. ➤ Arguments used in the debate about shared responsibility in housework.
<p>Follow up</p>	<p>As an example you could prepare a visit to a laundry and a mending shop and write the market price of each domestic task that home workers perform without pay. Then discuss</p>

	<p>in the class.</p> <p>Other activities can be compared in this way; cooking, childcare etc.</p>
<p>Recommended duration</p>	<p>At least 3 hours.</p>
<p>Notes / important information / remarks</p>	<p>Useful information can be found in: http://www.textileaffairs.com/lguide.htm</p> <p>Appendix:</p> <ul style="list-style-type: none"> ➤ Taking care of one's clothes_Checklist Template_EN.doc ➤ Taking care of one's clothes_Screenshot_En ➤ Taking care of one's clothes_carecard_En
<p>Your notes</p>	

For further information see also "Links" and "Supporting Materials"