# Fixing fashion

***Education in Chemistry***November 2019
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**A life-cycle assessment looks at every stage of a product’s life and assesses the impact it has on the environment. In this activity you will carry out a life-cycle assessment for a cotton garment before considering what you can do to minimise the environmental impact of your clothing choices.**

**1. a.** On a copy of the article, highlight in different colours the paragraphs that relate to each of the following stages in the life cycle of a cotton garment.

**Obtaining the raw material**

**Garment production**

**Transport**

**Retail process**

**Product use**

**Disposal**

 **b.** Complete the table below by making brief notes on the environmental impact of each of the different stages.

|  |  |  |
| --- | --- | --- |
| **Stage of production** | **Sub-stage** | **Environmental impact** |
| **Obtaining the raw materials** | Growth of the cotton |  |
| **Garment production** | Ginning, spinning, knitting or weaving |  |
| Scouring, bleaching, colouration and addition of functional finishes |  |
| Cutting and sewing |  |
| **Transport** | Container shipping |  |
| **Retail process** | Selling in retail stores and online |  |
| **Product use** | Washing and drying |  |

 **c.** Based on your notes, allocate each sub stage as having either a **high**, **medium** or **low** impact on the environment.

**2.** Describe and explain three different ways in which you can reduce the environmental impact of your clothing.

 **Method 1**

 **Explanation**

 **Method 2**

 **Explanation**

 **Method 3**

 **Explanation**