

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



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Phase: Research and Development

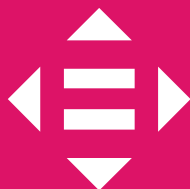
Lesson 1. What is Fashion?

Subjects: Climate Action and Sustainable Development, Design, Enterprise, Home Economics, Science

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



17 PARTNERSHIPS FOR THE GOALS



Lesson Title and Summary: What is Fashion?

In this lesson, we will explore how fashion is present in everyone's life as a means of expression and choice. Learners will look at the meaning of fashion in our lives and how it relates to everyday living. Learners will identify some clothing in their own wardrobes with cherishable characteristics and will look at how cherishability can function to highlight sustainable practices around clothing. Finally, they will identify some differences between sustainable and unsustainable fashion.

Vocabulary: Cherishability, Fashion, Fast fashion, Sustainable Fashion, Slow Fashion, Waste

In this lesson, the learner will:

- Be introduced to personal fashion as a presentation of 'self' to the outer world.
- Explore ideas of personal style/fashion and cherishability in relation to sustainability.
- Expand an understanding of personal style / fashion and personal responsibility.
- Work in pairs to discover and discuss how personal fashion choices can affect the larger world.

Materials

- Worksheet: My Clothing
- Flipped Classroom My Clothing
- Teachers' Support: Sustainable Fashion Glossary
- Post it notes
- Internet access
- A4 Paper
- Pens, pencils or markers



ACTIVITY INSTRUCTIONS

Activity 1: The truth behind our clothing (25 mins)

1. Have learners watch the following two short videos:

- What is sustainable fashion? [2:27min]
<https://youtu.be/A5DQhbrKoB8?si=imdX5X-TH2bPcpSf>
- Why is clothing so cheap (1:02min)
<https://youtu.be/YLcCjS6bsZw?si=1pCO5rdua4kclidl>

2. After watching, have learners answer the following in groups of two and then facilitate a class discussion:

- How is continuously buying new clothing and discarding them affecting the planet?
- What are some of the issues around making clothing?
- How do your fashion choices make an overall difference?
- Do you think small change can have an impact?

Activity 2: MY FASHION (25 min)

1. In groups of three have learners work through the questions on the 'My Fashion' worksheet and write their answers on Post-it notes

2. Collate the post-it notes on the white board under the following four question headings:

- What does fashion mean to me in my everyday life?
- Do my clothes represent me?
- Feelings from your most favourite old item of clothing?
- Feelings you get from a new item of clothing?

3. As a class, discuss the findings and note any comments of interest that might arise.

4. Photograph the Post-its at the end of the class and upload to the digital repository for the module.

5. Introduce the Flipped Classroom worksheet: My Clothing for completion at home for the next class.

6. Introduce the Flipped Classroom Sustainable Fashion Glossary to be completed over the module.

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

Use Post-its or mentimeter www.mentimeter.com to gather learner reflections

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, use the Key Vocabulary words to start the Sustainable Fashion Glossary. Allocate each learner one of the key words, which they have to define in their own words, and have them add it to the class glossary. Share the findings with the whole class throughout the module, as the glossary expands.

Extension: For a longer lesson, watch the short video on fast fashion 'Fashionless: The impact of the fast fashion Industry (6mins 11sec) and working in pairs ask the learners to write down two things that really stood out for them - the most impactful message. Share with the class and follow on with a more in-depth discussion on buying new clothing with the following questions:

1. When you buy new clothes, do you think about the environmental impact the garment will have after you finish using it.
2. Would you buy something, if you could customise to give it more cherishability.
3. What other things could you look out for when buying clothing?

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

What is sustainable fashion? [2:27min] <https://youtu.be/A5DQhbrKoB8?si=imdX5X-TH2bPcpSf>

Why is clothing so cheap [1:20 min] <https://youtu.be/YLcCjS6bsZw?si=1pCO5rdua4kclidl>

Fashionless: The impact of the fast fashion Industry [6:11 min] <https://youtu.be/JHKOqtoIhol?si=bQwKIkGwjQDD3TMs>

Fashion Seeds

https://www.fashionseeds.org/_files/ugd/ed0694_8040441fb5494026a0dfdebfd41f7e30.pdf

Fashion Futures 2030 scenario 3- A story from safety race- 3D printing to modify clothing.

<https://youtu.be/XhVrdoeWJwU?si=KZqCjhT-Y5hpckf->

Local Trip / Expertise / Additional Work and Assessments

Flipped Classroom: My Clothing: There are two options for this exercise. Learners can either do this exercise at home with their own clothes or they can do it in a local charity shop. The first 15 mins of the next lesson (Lesson 2) will explore this.

Visit Project Fashion - <https://projectfashion.ie/the-school-of-style-collection-brief/> Learners should consider Project Fashion as an ethical Irish Fashion Company. Consider the links between the company and their ethics.

MM3 L1WS: MY FASHION WORKSHEET



CONSIDER THE FOLLOWING QUESTIONS, REFLECT AND ANSWER GIVING A COUPLE OF LINES FOR EACH QUESTION.

1. WHAT DOES FASHION MEAN TO YOU IN YOUR EVERY DAY LIFE?



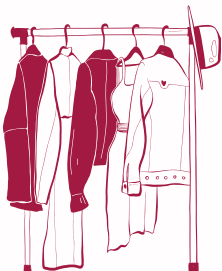
2. DO YOU THINK THAT THE CLOTHING YOU WEAR REPRESENTS WHO YOU ARE?



3. WHAT WORDS DESCRIBE THE FEELINGS YOU GET FROM YOUR MOST FAVOURITE OLD ITEM OF CLOTHING, E.G. SECURITY, COMFORT, HAPPINESS, LIKE AN OLD FRIEND, CHERISHED?



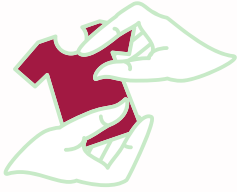
4. WHAT WORDS DESCRIBE THE FEELINGS YOU GET FROM A NEWLY PURCHASED ITEM OF CLOTHING, E.G. EXAMPLES MIGHT BE EMPOWERMENT, LOOKING WELL, SATISFACTION, OR ANOTHER TYPE OF HAPPINESS?



5. PLEASE ADD ANY OTHER THOUGHTS YOU MIGHT HAVE ABOUT FASHION.



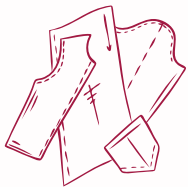
In your own words define or make comments on



Cherishability



Clothing in landfill.



Fashion



Circular fashion



Fast Fashion



Fashion Waste



Fashion Justice -
Environmental



Fashion Justice -
Economic



Fashion Justice -
Social



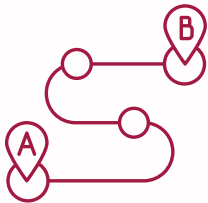
Materials



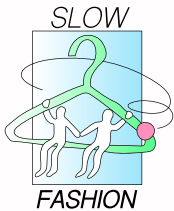
Pollution in Fashion



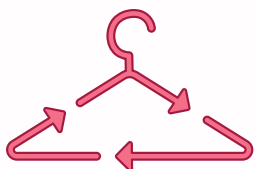
Production - Closed loop processes



Production - Open loop processes



Slow Fashion



Sustainable Fashion

Transparency

MM3 L1 MY CLOTHING FLIPPED CLASSROOM

8 DECENT WORK AND
ECONOMIC GROWTH



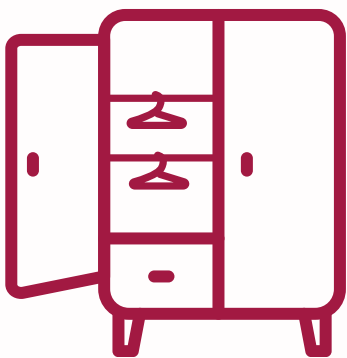
There are two options for this exercise. You can either do this exercise at home or you can do it in a local charity shop.

NB: The first 15 mins of the next lesson (Lesson 2) will use this exercise

1. Look up the words Cherished and Cherishable.
2. In your own words

- What does cherish mean to you?
- What does cherishable mean to you?

HOME WARDROBE AUDIT



1. What is your most favourite item of clothing?
2. Take some photos of this item and upload to drive
3. What is your least favourite item of clothing?
4. Take some photos of this item and upload to drive.

CHARITY SHOP OPTION:



1. Go to a charity shop and find an item that you like / would like to buy.
2. Take some photos of this item and upload to drive.
3. Go to a charity shop and find an item that you would not like to buy.
4. Take some photos of this item and upload to drive.

Whatever option you choose - think about the two garments because in the next lesson you will need to explain what makes these garments (your favourite or the one you liked from the charity shop) a cherished garment / cherishable and what makes your least favourite or the garment you selected you didn't like - why is it not cherishable / not cherished.