

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



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Phase: Research and Development

Lesson 6 Slow Fashion Swappie Time

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: **Slow Fashion Swappie Time**

In this lesson, learners are asked to choose something of moderate value from their own wardrobes which might appeal within the broader community of the TY class. This will form the basis of a practical exploration of a Community of Care within the context of fashion.

In a Community of Care, people consider the impact that their choices can have on others. While some garments that we own might not appeal to us as individuals after a period of time, they might be desirable for another person.

When we move outside our own individual needs and wants, we can contribute to a broader sense of what community is and means. A clothing swap opens an opportunity for individuals to observe how their unwanted garments might appeal to another.

Vocabulary: Clothing Swap, Community of Care, Slow Fashion, Upcycling

In this lesson, the learner will:

- gain an understanding of slow fashion through their own interactions with each other and their garments.
- understand how care and consideration for the broader community can enable individuals to contribute to a Community of Care.
- consider the potential desirability of another's garment.
- choose a garment that has potential.
- analyse the constituents of the garment they choose.

Materials

- Internet access
- A4 paper/notebooks
- post-its
- whiteboard and markers
- garments from home / Charity shops brought by learners, e.g. T-shirts/sweatshirts / Hoodies
- small clothes rail and clothes hangers
- Ready Steady Design Care Challenge
- Support: Ready Steady Design Care

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ACTIVITY INSTRUCTIONS

Activity 1: Garment show and tell (20 mins)

1. Have each learner present their contributed garment using the following prompts:
 - What is this garment?
 - Where was this garment made?
 - What fabric is the garment made from?
 - Why do you not wear it any more? Or if it's a thrift store score, why its a good contribution to the upcycling activity?
 - What do you think might make it desirable to someone else?
2. Have each learner place the garment on the clothes rail.

Activity 2: 40 Ways to Elevate your Old T-shirts!

1. Watch the Video: '40 Ways to Elevate your Old T-shirts!' from 0:00 mins - 4:13 mins as inspiration on garment hacks using scissors, pins, and no sew techniques and how can be applied to t-shirts, hoodies, sweatshirts, or sweatpants.

Activity 3: Slow Fashion Swappie (25 mins)

1. Have the learners look and feel the garments and invite them to choose a first and second choice garment that has potential for upcycling. In the event that 2 learners might choose the same garment, encourage them to think about generosity and working together to decide the fairest way to distribute the garments, which might include collaboration on the same piece.
2. Learners should take a photograph of their chosen garment in its original form.
3. Learners should refer to their mood board from Lesson 5 and if upcycling a T-shirt / Sweatshirt or Hoodie garment then they can consider how they might engage with some of the ideas from their mood board, e.g. slogans, additions for activities applied to this garment, e.g. ties or belts
4. Learners begin to upcycle their garment - this activity might cross into another class.
5. If Learners are creating an upcycled textile product from an item of clothing then use the worksheet: Ready Steady Design (RSD) Textile Challenge to develop their mood board ideas.
6. Each learner should document their upcycling process as they go using their phones.
7. Ask learners to email / upload 2 images of their new upcycled garment / product once complete.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- 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

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, omit activity 1 'Show and Tell' and have learners place their garments on the rail. Then focus on activity 2.

Extension: For a longer lesson, consider looking at one of the @VintageStockReserve (VSR) Shorts, all less than 60 seconds these bitesize fashion videos raise issues of fast fashion while upcycling clothes. : see media box and linked learning activity.

Option B: Add the final glossary activity to the end of the session. In pairs, have the learners look up and define in their own words the following terms for the glossary: Slow fashion, Upcycling, Community and Care. Discuss with the whole group.

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

40 ways to elevate your T-shirts (4:13 mins) <https://www.youtube.com/watch?v=utlfzLI0oq4>

12 Scissors Only Ways To Transform T-shirts <https://www.youtube.com/watch?v=YLkYStVgBSA>

Split Swap Hoodie (0:60 mins) <https://youtube.com/shorts/6fJX18TB3Go?si=6omHzCzsHQe3z0LK>

Denim Bucket Hat (0:60 mins) <https://youtube.com/shorts/nEyexjYAHGM?si=Gb1kFgY6jgluyOj1>

DIY Prada Copy Male Shirt (5:45 mins) (<https://www.youtube.com/watch?v=DU6emgd4amk>)

Local Trip / Expertise / Additional Work and Assessments

Learners undertaking the challenge can also collect and select additional upcycled materials that align with their chosen SDG and the concept of care. These materials can be sourced from discarded garments, textiles, or other items and brought in for the challenge.

Read about Tommy Foreign and Jordan Deery and what they are doing about fast fashion <https://www.vintagestockreserve.com/blogs/news/> and use their shorts - see media box for learners to make their own short on their upcycled fashion garment

Have the learners prepare for the next micro module by reading this article <https://sewing.com/basic-sewing-skills/>

Encourage learners to make their own short on their upcycled fashion garment inspired by Vintage Stock Reserve's shorts

MM3 L6TG: READY STEADY DESIGN CARE CHALLENGE

8 DECENT WORK AND
ECONOMIC GROWTH



The Challenge: In this design challenge, learners will harness your creativity, problem-solving skills, and understanding of sustainability to create an upcycled garment or textile product that aligns with a United Nations Sustainable Development Goal (SDG) while embodying the concept of care.

Objective: Design and craft an upcycled garment or textile product that reflects the principles of the circular economy, addresses a specific SDG, and emphasises the importance of care in the design, production, and lifecycle of the product.

For additional support: see the Junk Kouture educators resources

<https://junkkouture.com/educator/> and their masterclass series for themes

<https://www.youtube.com/playlist?list=PLd0zRoXa-hWTBFbTFDYV2dxCdx8-sWp1s> and their sustainability <https://junkkouture.com/sustainability/>

Evaluation Criteria:

1. Alignment with SDG: Does the design concept clearly align with the chosen UN SDG, demonstrating an understanding of its goals and objectives?
2. Concept of Care: How effectively does the design showcase the concept of care, encompassing environmental, social, and ethical considerations?
3. Materials and Upcycling: How well were upcycled materials selected and transformed to create the final product? Is there a thoughtful use of materials?
4. Design Innovation: How creative and innovative is the design? Does it effectively merge aesthetics with sustainability and purpose?
5. Narrative Impact: How well does the narrative tie together the SDG, the concept of care, and the design? Does it effectively communicate the potential impact of the creation?

Outcome:

Through this Ready, Steady, Design Challenge, learners will not only create a tangible upcycled garment or textile product but also deepen their understanding of sustainable design, the circular economy, and the meaningful connections between design choices and global goals. The challenge is designed to heighten their awareness of how their creativity can contribute to a more caring and sustainable world.

The evaluation criteria can be used by learners as well to assess each others work.

MM3 L6WS READY STEADY DESIGN CARE CHALLENGE

8 DECENT WORK AND
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The Challenge: In this design challenge, YOU will harness your creativity, problem-solving skills, and understanding of sustainability to create an upcycled garment or textile product that aligns with a United Nations Sustainable Development Goal (SDG) while embodying the concept of care.

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Challenge Steps:

1. **SDG Selection:** Choose one of the 17 UN SDGs as the focus of your upcycled design. Consider how your creation can contribute to positive change aligned with that particular goal.
2. **Concept of Care:** Explore the concept of care in the context of your design. How can your product showcase care for the environment, for the people involved in its creation, and for the eventual users?
 - caring for people (e.g. SDG 1,2,3,5,10,11)
 - the environment (SDG 11,13,14,15)
 - resources (SDG 6, 7, 12)
 - our infrastructure and and systems (SDG 9,16,17)

Consider also Junk Koutoure's Masterclass series for topics for consideration, support <https://www.youtube.com/playlist?list=PLd0zRoXa-hWTBFbTFDYV2dxCdx8-sWp1s> and their sustainability <https://junkkoutoure.com/sustainability/>

3. **Material Sourcing:** YOU will use one of the garments from the class rail and upcycle it based on your mood board from the previous lesson and what inspires you from the garments.
4. **Design Concept:** Develop a design concept that integrates the SDG theme and the concept of care. Consider the aesthetics, functionality, and potential impact of your creation.
5. **Prototyping:** Create a prototype of your upcycled garment or textile product. Using no sewing, crafting, or other relevant techniques to transform the selected materials into your envisioned creation.
6. **Narrative and Impact:** Craft a short narrative that explains the connection between your design, the chosen SDG, and the concept of care. Highlight how your creation contributes to a more sustainable and caring world.
7. **Presentation:** Present your upcycled creation to the group. Discuss how your design aligns with the selected SDG and embodies the concept of care.

NB: You can also collect and select additional upcycled materials that align with your chosen SDG and the concept of care. These materials can be sourced from discarded garments, textiles, or other items.