

# SDG8 Future of Fashion

## MM3 My Fashion Everyone's Fashion



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### Phase: Research and Development

### Lesson 4: Considered Design

**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: Considered Design

In this lesson, learners will begin to explore a considered design approach as the necessary starting point for a circular design system to work.

When we consider that Circular design systems have a positive effect on all elements of the garments life, we can also extend that to include the lives of the people involved in the making. Consideration of all the elements which make the design circular is necessary.

Adding co-design or empathic design features can strengthen this process and create an even more robust system which allows for the garment to become a cherished item through empathy and co-creation, as well as, has the potential to extend into the lives of the people and communities making the garments.

**Vocabulary: Circular design, Co-design, Considered design, Empathic design.**

### In this lesson, the learner will:

- gain an understanding of how empathic and co-design can support a circular system
- work in pairs to discover companies that expand the circular design model to include empathic and co-design methods
- discover how different companies have different methods of making and production

### Materials

- Internet access
- A4 paper/notebooks
- post-its
- whiteboard and markers
- Worksheet: Considered Design Brand Analysis
- Support Sheet: Considered Design Company Analysis

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## Lesson 4 Considered Design



### ACTIVITY INSTRUCTIONS

#### Activity 1: Exploring Considered Design (25 mins)

1. Organise learners in groups of two and then watch the two short videos making notes of anything that stands out.
  - Bangladesh Clothing factory (4:00 mins)
  - Alabama Chanin. (4:05 mins)
2. In their pairs ask them to discuss the videos, using the following questions as starting prompts:
  - What struck you most ?
  - What are the differences between the lives of the women making the garments in these two videos.
  - What is the benefit of having the fiber production and making of the garment close to the headquarters of the company?
3. Share your ideas through questioning - I noticed ... did you notice that? or... I thought, what did you think? Use this to facilitate an open discussion.
4. Remind them of concept from lesson 3 and the Life Cycle Analysis:
  - Can they name one way in which empathic and co-design design is used in Alabama Chanin.
  - What makes Alabama Chanin a Circular system?

#### Activity 2: Considered Design Brand Analysis (25 mins)

1. Have the learners work in pairs.
2. Ask them to choose one of the five Big Brand Names on the worksheet.
3. Using the support sheet as an example, ask learners to research their selected brand/company to complete table on the worksheet.
4. At the end of the research phase, ask each pair of learners to present the information that they have gathered and upload to the shared learning environment.

### 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

Use Post-its or a mentimeter to gather learners' reflections

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### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, focus on either activity 1 or 2. If using activity 2, divide the class into 2 and have the learners choose 2 brands only and everyone in that group researches them for 15 mins. Discuss the differences and similarities between the two chosen companies for 10 mins.

Extension: For a longer lesson, visit Vintage Stock Reserve - see media box allow learners 10 mins to explore the company website and what Tommy Foreign and Jordan Deery, are doing to combat fast fashion. As a class, discuss the company's ethos using the knowledge gained over the course of the previous lessons.

Option B: In pairs, have the learners continue to the ongoing Sustainable Fashion Glossary by looking up and defining in their own words the following phrases:

- Empathic design
- Co-design
- Considered design

Discuss with the whole group the similarities and differences between these design approaches.

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

- Bangladesh Clothing factory (4:00 mins) <https://youtu.be/W1mvcFuiTts?si=kLRjXRAXJbAdoaOz>
- Alabama Chanin. (3:27) mins) <https://www.youtube.com/watch?v=XQMdKtDy7mo>
- Vintage Stock Reserve <https://www.vintagestockreserve.com/blogs/news/the>
- Girlfriend Collective <https://girlfriend.com/>

### Local Trip / Expertise / Additional Work and Assessments

Learners should collect and bring in bits of fabric, old images and magazines from home to make a mood board relating to ideas they have for fashion - Pinterest is a good place to look.

- <https://ie.pinterest.com/search/pins/?q=great%20examples%20of%20mood%20boards&rs=typed>
- <https://fashion2apparel.com/mood-board-in-fashion-designing/>
- <https://ar.inspiredpencil.com/pictures-2023/mood-board-fashion>

## MM3 L4WS: CONSIDERED DESIGN BRAND ANALYSIS

8 DECENT WORK AND ECONOMIC GROWTH



In this activity you will look at the Alabama Chanin, as an example of a company, which uses considered / circular design. Think about your Life Cycle Analysis form Lesson 3. You can see the categories to consider in the first column and the qualities that align to circular and empathic / co-design in the second and third columns.

Use this, as your guide, to complete the Worksheet: Considerate Design Brand Analysis, to analyse ONE of the big name brands from the list:

Abercrombie & Fitch, Adidas, Eleven Degrees, Girlfriend Collective, Nike, Pre-London, Tommy Hilfiger

<b>Selected Product / Company</b>	<b>Circular design</b>	<b>Empathic / Co-design</b>
Overall Impact		
Considered design: How does the design stage affect the final product?		

# MM3 L4WS: CONSIDERED DESIGN BRAND ANALYSIS

8 DECENT WORK AND ECONOMIC GROWTH



<p>Materials. Think about diversity and breakdowns and recyclability, microplastics, etc</p> <p>How much of these resources are used, e.g. energy and water use.</p> <p>Pesticide use: Are the fibers organic?</p>		
<p>Processing and Manufacturing:</p> <p>Labour- Are the makers happy?</p> <p>Overall affect on the community: Energy use- during making process Waste –during making process.</p> <p>Packaging</p>		

# MM3 L4WS: CONSIDERED DESIGN BRAND ANALYSIS

8 DECENT WORK AND ECONOMIC GROWTH



<p>Transport between processes and after products are made</p>		
<p>Use Phase: Detergents, energy used during washing</p> <p>Microplastics entering the water systems</p> <p>Durability/ Longevity-How long will it last?</p>		
<p>End of Life</p>		

Refer to the examples on column two and three as you fill in your brand analysis worksheet



In this activity you will look at the Alabama Chanin, as an example of a company, which uses considered / circular design. Think about your Life Cycle Analysis form Lesson 3. You can see the categories to consider in the first column, and the qualities that align to circular and empathic / co-design in the second and third columns.

Use this, as your guide, to complete the Worksheet: Considerate Design Brand Analysis, to analyse a big name company of your choice.

<b>Product / Company</b> <b>ALABAMA CHANIN</b>	<b>Circular design</b>	<b>Empathic / Co-design</b>
Overall Impact	This is a nonprofit that records, studies, and interprets history, community, and power through the lens of fashion and textiles	AC started Project Threadways. The community of AC is seeking to understand the impact that textiles and their creation—from raw material to finished good—have and had on the local community, the American south, the nation, and the world—connecting people, places, and materials.
Considered design: How does the design stage affect the final product?	AC believe there is beauty in creating garments and products that age with the life of the wearer and user.	AC say ‘From the beginning, we were committed to the ideas of sustainable design, preserving craft traditions, and producing locally and ethically, with the highest possible quality standards’.





<p>Materials: Think about diversity, breakdowns, recyclability, microplastics, etc</p> <p>How much of these resources are used? e.g. energy and water use.</p> <p>Pesticide use: Are the fibers organic?</p>	<p>AC works with only Organic Cotton. Cotton breaks down and can be incorporated into compost. No pesticides are used. All of the pieces are hand stitched in a cottage industry system where people can work from home. There is very little energy or water used in the manufacturing of the garments.</p> <p>The manufacturing of organic cotton uses less water and energy because the cotton goes through less processing.</p> <p>They buy cotton from the the Texas Organic Cotton Marketing Cooperative (TOCMC) - a cooperative of organic farmers in Texas who produce organic cotton fiber.</p>	<p>AC works with an Organic cotton co-operative, whose goals are to be responsible stewards of the land, in order to pass their farming heritage to their children and the community</p>
<p>Processing and Manufacturing:</p> <p>Labour- Are the makers happy?</p> <p>Overall affect on the community: Energy use- during making process Waste –during making process.</p> <p>Packaging</p>	<p>AC produce for themselves and also facilitate, collaborate, research, and create with a range of local organizations and designers.</p> <p>It is an ever-evolving company, deeply rooted in local history and culture. As a multi-fold organization, the mission guides each arm and they work together toward the same goal: creating beautiful products in sustainable ways that enrich the lives of people and planet.</p>	<p>The factory building is part of the town’s history, but, more importantly, it is part of the community’s history—a symbol of economic boom, hard times, and community rebuilding.</p> <p>The garments are all hand stitched. There is very little actual waste material.</p> <p>AC says ‘We envision a healthier future in which textiles are an integral part of growing communities and where material culture can be a source of reconciliation and communal growth.’</p>



# MM3 L4WSB CONSIDERED DESIGN SUPPORT SHEET

8 DECENT WORK AND ECONOMIC GROWTH



<p>Transport between processes and after products are made</p>	<p>The products are made from Organic Cotton grown in the region. The fabric is made in the same region.</p>	<p>Working partnerships with Texas farmers / North Carolina converters to provide a seed-to-shelf US-made organic product.</p>
<p>Use Phase: Detergents, energy used during washing</p> <p>Microplastics entering the water systems</p> <p>Durability/ Longevity-How long will it last</p>	<p>As these garments are investment pieces, the use phase is kind. To the environment.</p> <p>The garments are usually hand washed or washed at a low temperature to preserve the quality. No microplastics enter the water with cotton</p>	<p>The garments are cherished items that will last the lifetime of the user and often get passed on</p>
<p>End of Life</p>	<p>AC believes that good things take time — and last a lifetime.</p>	<p>There is potential for these garments to be passed on as legacy garments to others. Each piece is highly valuable and cherished.</p>

Refer to the examples on column two and three as you fill in your brand analysis worksheet