

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG8 The Future of Fashion

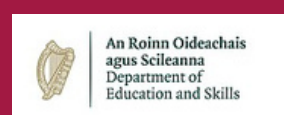


Micro-Module 3: My Fashion Everyone's Fashion

Phase 1 Research and Development

Subject Areas:

Art, Climate Action and Sustainable Development, Design, English, Enterprise, Maths, Science



SDG8 Future of Fashion

My Fashion Everyone's Fashion



SDG8 Future of Fashion:

Phase 1: Research and Development

Micro-Module 3: My Fashion Everyone's Fashion

Subject Areas: Art, Climate Action and Sustainable Development, Design, English, Enterprise, Maths, Science

Micro-module Summary: My Fashion Everyone's Fashion

This micro-module explores My Fashion Everyone's Fashion, celebrating the diverse world of personal style and self-expression. We examine the tapestry of individual fashion choices, showcasing the myriad ways people express themselves through clothing and accessories. Explore the growing movement towards sustainable and ethical fashion learners develop an understanding about eco-friendly materials, fair labour practices, and how people can make more conscious choices in their fashion journeys.

In this Module, the learner will:

- explore ideas of personal style/fashion and cherishability in relation to sustainability
- gain a deeper understanding of how responsibility and personal choices can make a difference in the broader global scenario.
- gain an understanding of the life cycle of a garment
- gain an understanding of how empathic and co-design can support a circular system
- understand how care and consideration for the broader community can enable individuals to contribute to a Community of Care.

Materials

- Lesson plans
- Accompanying resources
- Optional assessments
- Skill support resources
- Internet Access required

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



17 PARTNERSHIPS FOR THE GOALS



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My Fashion Everyone's Fashion

Lesson 1 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.

Resources: Worksheet 'My Clothing' Flipped Classroom 'Sustainable Fashion Glossary'

Lesson 2 Cherishability and Circularity in Our Clothing

In this lesson, learners will consider the question of how our fashion choices can make a difference comes up in relation to cherishability and end of life. Learners will look at how the fashion industry is tackling the problem of waste through circularity and how a deeper understanding of the problems can empower us to affect change through our own practices around clothing.

Resources: Worksheet 'Collaboration', Flipped Classroom 'Sustainable Fashion Glossary'

Lesson 3 Life Cycle Analysis of Clothing

In this lesson, learners will consider the question of how our fashion choices can make a difference comes up in relation to cherishability and end of life. We look at how the fashion industry is tackling the problem of waste through circularity and how a deeper understanding of the problems can empower us to affect change through our own practices around clothing.

Resources: Worksheet 'Life Cycle Analysis', Worksheet 'Effective Systems'

Lesson 4 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.

Resources: Worksheet 'Considered Design Brand Analysis'

Lesson 5 Considerate Concepts and Mood Boards

Concept and mood boards are creative tools, which can help to extract an idea from within a person's head, manifesting a tangible communication tool. The act of collating materials with a small community can often bring about external elements, such as creative exchange enabling the community to gain an increased understanding of one another while enabling their vision.

Resources: Worksheet 'Create a Mood Board'

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Lesson 6 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.

Resources: Worksheet: Ready Stead Design Care Challenge Teacher's Guide: 'Ready Stead Design Care Challenge

External Expertise: Dr Tara Baoth Mooney

Additional expertise: Dr Anita McKeown FRSA FIMP

Using the Resources

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact us e:hello@futurefocus21c.com

For more information on the resources please visit www.muinincatalyst.com

Setting up an online learning environment for the lessons in this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a space for this module should be set up on your school's virtual learning environment such as Teams, Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive.

You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well as an assessment tool.

Setting up a Canva Education account.

As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free Canva for Education account by registering here: <https://www.canva.com/education/>

Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

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Webpages

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- Vintage Stock Reserve (no date) News. Available at: <https://www.vintagestockreserve.com/blogs/news> (Accessed 1 April 2024).

Videos

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- ABC Australia (2020) 'Nothing new on the catwalk' — minimal waste fashion design. Available at: https://www.youtube.com/watch?v=qwojaOC_kts (Accessed 1 April 2024).
- Aster Sustainable Fashion (2021) What is SUSTAINABLE FASHION. Available at: <https://www.youtube.com/watch?v=A5DQhbrKoB8> (Accessed 1 April 2024).
- BlueprintDIY (2023) 40 Ways to Elevate your Old T-shirts! | DIY clothes remake upcycle thrift flip. Available at: <https://www.youtube.com/watch?v=utlfzLI0oq4> (Accessed 1 April 2024).

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MM3 L1WS: MY FASHION WORKSHEET

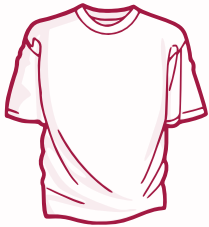


CONSIDER THE FOLLOWING QUESTIONS, REFLECT AND ANSWER GIVING A COUPLE OF LINES FOR EACH QUESTION.

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



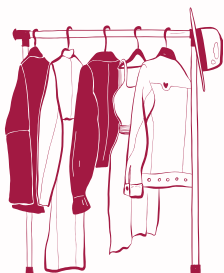
2. DO YOU THINK THAT THE CLOTHING YOU WEAR REPRESENTS WHO YOU ARE?



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?



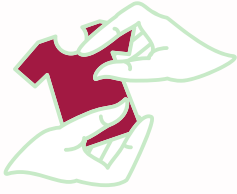
4. WHAT WORDS DESCRIBE THE FEELINGS YOU GET FROM A NEWLY PURCHASED ITEM OF CLOTHING, E.G. EXAMPLES MIGHT BE EMPOWERMENT, LOOKING WELL, SATISFACTION, OR ANOTHER TYPE OF HAPPINESS?



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



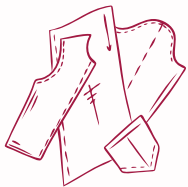
In your own words define or make comments on



Cherishability



Clothing in landfill.



Fashion



Circular fashion



Fast Fashion



Fashion Waste



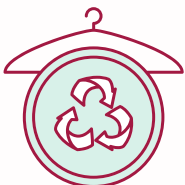
Fashion Justice -
Environmental



Fashion Justice -
Economic



Fashion Justice -
Social



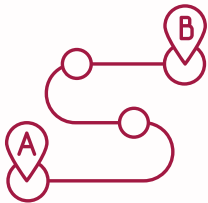
Materials



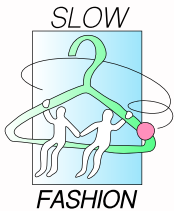
Pollution in Fashion



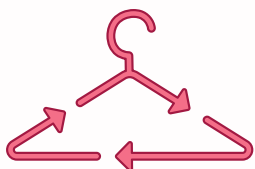
Production - Closed loop processes



Production - Open loop processes



Slow Fashion



Sustainable Fashion

Transparency



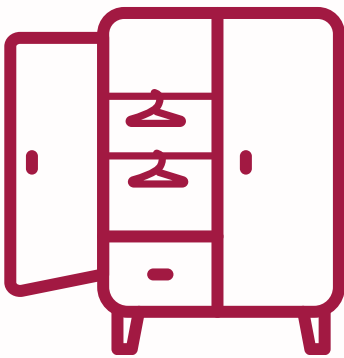
There are two options for this exercise. You can either do this exercise at home or you can do it in a local charity shop.

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.



WORKING TOGETHER IS KEY

Working in pairs, look up the following companies and using the questions discuss and answer relating to each company.

TEE MILL

- What in your opinion is the most interesting or viable of the circular processes employed by these companies?
- Do you think that cherishability can positively feed into fashion habits? How?
- What do you think is the link between cherishability and circularity?
- What kind of things do you think you can do personally to keep your clothes in circulation?
- How can consideration of these two things lead to a more holistic system?

REFASHION

- What in your opinion is the most interesting or viable of the circular processes employed by these companies?
- Do you think that cherishability can positively feed into fashion habits? How?
- What do you think is the link between cherishability and circularity?
- What kind of things do you think you can do personally to keep your clothes in circulation?
- How can consideration of these two things lead to a more holistic system?



WORKING TOGETHER IS KEY

Working in pairs, look up the following companies and using the questions discuss and answer relating to each company

WORN AGAIN TECHNOLOGIES

- What in your opinion is the most interesting or viable of the circular processes employed by these companies?
- Do you think that cherishability can positively feed into fashion habits? How?
- What do you think is the link between cherishability and circularity?
- What kind of things do you think you can do personally to keep your clothes in circulation?
- How can consideration of these two things lead to a more holistic system?

If you have decided to select other Slow or Sustainable fashion companies you know of please list them here and share your answers to the five questions in the class drive.

MM3 L3WS: LIFE CYCLE ANALYSIS CASE STUDY

8 DECENT WORK AND ECONOMIC GROWTH



Consider the complete lifecycle of two nylon jackets and plot their life cycle on the Life cycle analysis chart.

Jacket A Tesco jacket
Cost 69.99



This jacket is made from a number of different materials including virgin nylon, virgin polyester and PET polyester thinsulate filling.

Nylon/Polyester: Lining is virgin polyester shell is raw virgin nylon. Filling is PET polyester thinsulate.

Fibre made in China. Jacket made in Bangladesh.

Transported by land and sea to a warehouse in Manchester, UK.

Purchased in Manchester at a Tesco store.

Machine Washed at home at 30 degrees.

Discarded after 1 year of wear because seams are unravelling. Jacket is sent to landfill.

Jacket B. Infinity Jacket Napapiji
Cost 250



The material in this jacket is a mono-material: its filling and trims are made from Nylon 6, while its fabric is made from ECONYL® Regenerated Nylon, a high-performance nylon 6 yarn recycled from discarded fishing nets and other waste materials.

Fibre Made in Slovenia. Jacket made in Slovenia.

Transported by land and sea to a warehouse in Italy. Purchased online.

Spot Washed at home.

Jacket is worn for 2 years and returned to manufacturer. Through a digital take-back programme the jacket can be returned and recycled into a new garment. ECONYL® Regenerated Nylon can be recycled again and again.



Each phase of the lifecycle should be carefully considered when scoring the jackets on the chart on p3.



- Concept design: Overall need for the product.
 - Materials: How important are the processes and considerations of the materials used?
 - Reducing waste: What will happen at the end of life? And how can this consideration be anticipated at the beginning of the lifecycle?
 - Manufacturing: New technologies for increasing productivity, increasing sustainable impact, factory conditions. Where is this garment made?
 - Transport: How far does this garment travel? Where is the fabric produced? Where is the garment manufactured, etc.?
 - Use phase: Laundry: What levels of Behavioral change might prolong the life of this garment?
- Customisation and personalization: Does this garment have scope for personalization? Adding or taking away elements that might give it added value?
- Durability/ Longevity: How long will this garment last? How can you prolong its life? End of Life/ Start of new life, what about new tech for recycling garments and sorting garments? What is the best case scenario and what is worse?
 - End of Use/ Disposal: Reducing waste: Build this into the design. What will happen at the end of life? And how can this consideration be anticipated at the beginning of the lifecycle?

MM3 L3WS: LIFE CYCLE ANALYSIS CASE STUDY

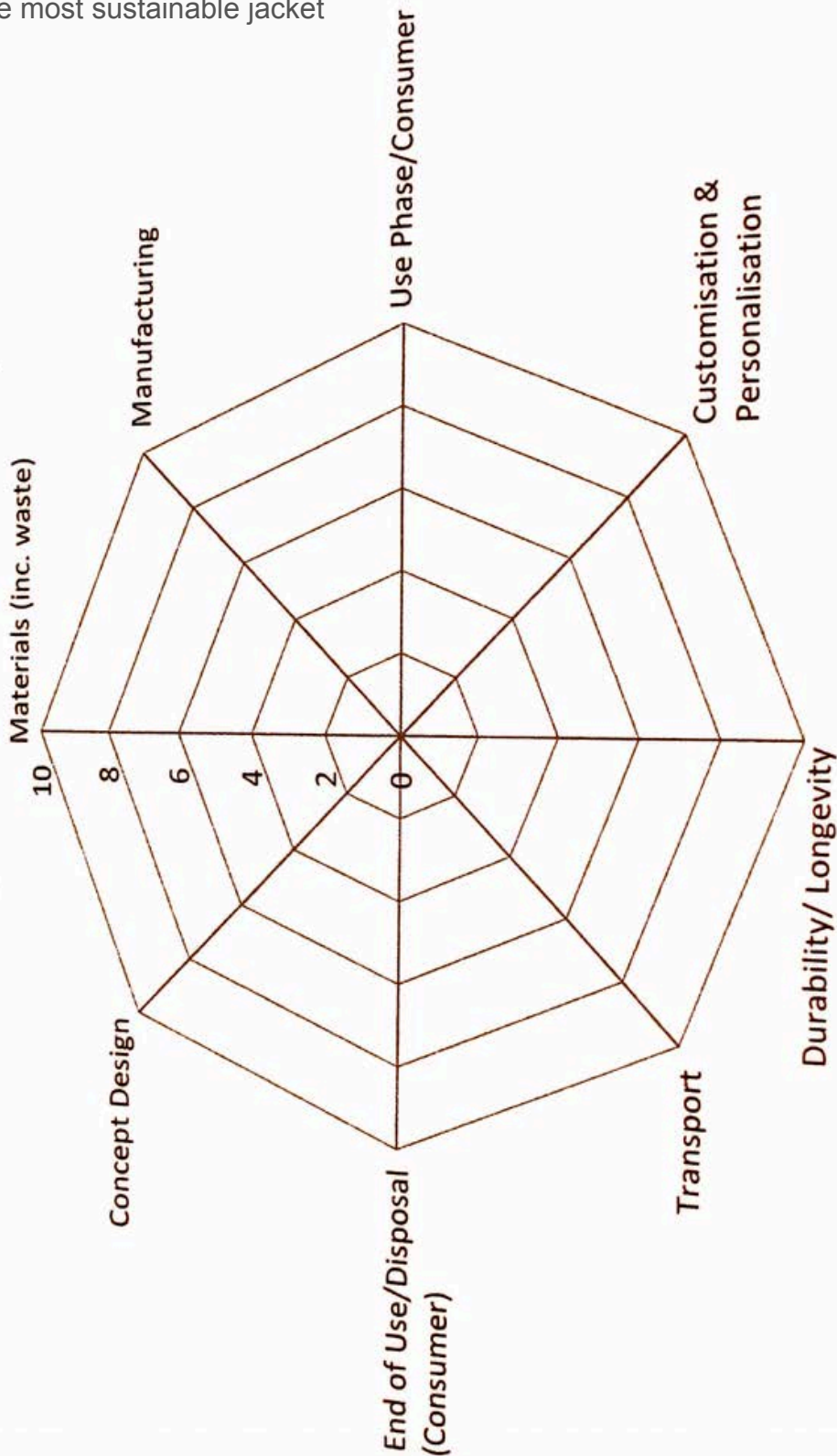


Each phase of the lifecycle should be carefully considered:

Please score out of 10 for each category using the details on the first page and placing a mark on the 'web'. High marks are the worst- case scenario and low marks are the best- case scenario e.g. a 10 on Transport would mean the transport of the Jacket would be the least sustainable. Use a different colour pen for each jacket and join the dots for each Jacket to see the jacket's 'spider' diagram - see example on the next page. Add up the scores for each jacket to see the most sustainable jacket

General

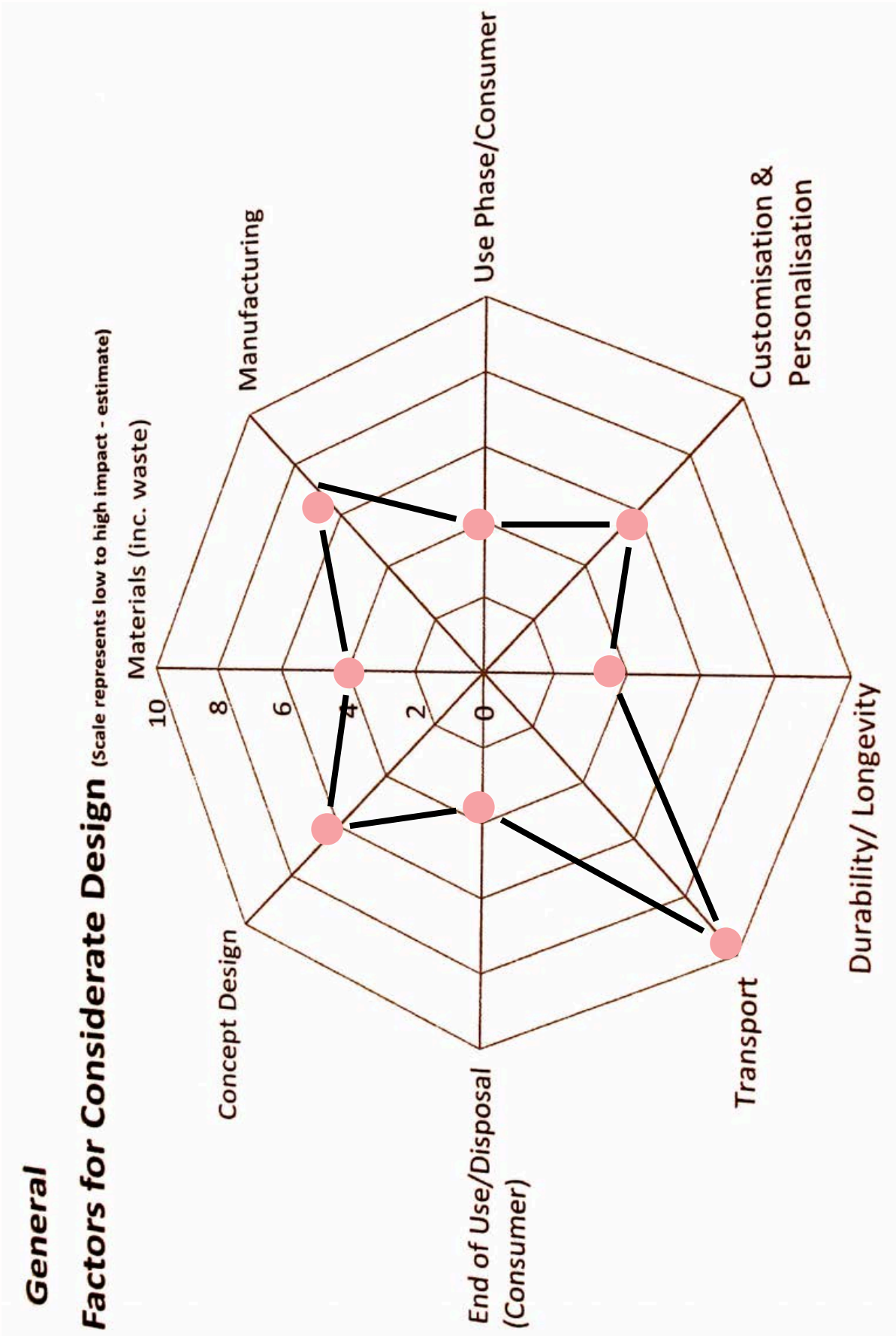
Factors for Considerate Design (Scale represents low to high impact - estimate)



MM3 L3WS: LIFE CYCLE ANALYSIS CASE STUDY



Example of a completed spider diagram showing the product's least sustainable aspects e.g. transport and manufacturing



MM3 L3WS: EFFECTIVE SYSTEMS

8 DECENT WORK AND
ECONOMIC GROWTH



AS YOU ARE LISTENING TO THE PODCAST, GATHER THE INFORMATION TO ANSWER THE QUESTIONS BELOW.

YOU MAY WANT TO DIVIDE THEM UP AMONG THE GROUP TO MAKE SURE YOU GET ALL THE ANSWERS.

1. What is the difference between a regular system and a circular system?
2. Discuss the four R's that consumers or companies can optimise to prolong the life of the garment.
 - reduce - reduction of consumption
 - reuse - reuse the fabric in another way new textile from old textile
 - repair - keep using the fabric by repairing it so it continues to be wearable
 - recycle - regeneration.
3. How can we help to make better livelihoods for the people who rely on the fashion industry?
4. How can we improve all the elements in the system so that the least impact is made while still making it economically viable? (i.e. on people, time, environment, materials, design, etc in an ecosystem of stakeholders including, you, the consumer – all in collaboration)

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

Selected Product / Company	Circular design	Empathic / Co-design
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.

Product / Company ALABAMA CHANIN	Circular design	Empathic / Co-design
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

M M 3 L 5 W S A V I S I O N / M O O D B O A R D



Develop the central message. This is an image that will represent your film idea.

Keep it colourful and visual. Our brains love images.



STEP 1: THE 'WHAT' OF YOUR DESIGN

Find an image and place it at the centre of your board that represents your main design idea / theme. Use pictures, texts or quotes that help you tell what your film is about.



STEP 2: THE 'WHY' OF YOUR DESIGN

Develop an image that will show why your design is important - its main story idea. Use pictures, texts and quotes that help you show Ocean Health/ SDG 14.

Use can use Pinterest,

Google images, cut out images, and texts from magazines and drawings

Vision board examples on Pinterest.

<https://www.pinterest.ie/scrap-pinmichele/vision-board-samples/?lp=true>

STEP 3: THE 'WHO' OF YOUR DESIGN

Develop an image of the people who will wear your design. Use pictures, texts, quotes, and/or statistics that help to you define your audience.



STEP 4: THE 'HOW' OF YOUR DESIGN DISTRIBUTION

How will you reach your audience? Use pictures, texts, or quotes that help you think about your audience.

M M 3 L 5 W S A V I S I O N / M O O D B O A R D D



STEP 1: MATERIALS

You can choose to do your vision board online, but if you make it you will need to gather cardboard, card / paper, glue, scissors, images.



STEP 4: GATHERING IMAGES

Begin to gather images that tell the story of your project - you can use drawings, cut outs, images printed from Google or Pinterest, or if digital, you can scan your images online.



STEP 2: DECIDE ON WHO WILL DO WHAT

Each person in the group should be responsible for developing the vision board - you can take different sections.



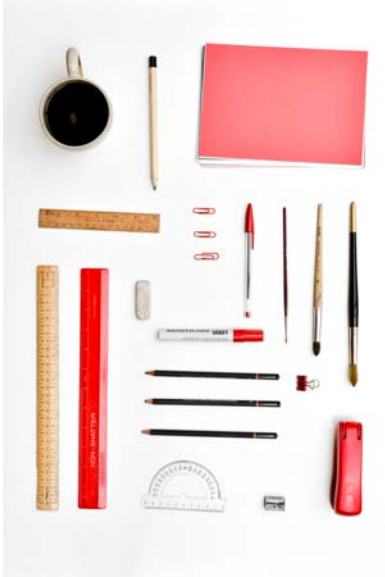
STEP 3: PLANNING YOUR BOARD

As a group, you can start to plan the size, shape, and format of your vision board - see examples, but don't be limited. It should reflect your project.



REMEMBER MESSAGE AND AUDIENCE

1. Will they read left to right?
2. Will you direct them how to read using arrows or numbers?
3. Will your central idea be the biggest image?



STEP 5: ORGANISE YOUR INFO

You can organise the sections in different ways - think about your audience - who are you trying to reach? Look at examples of posters, communication for that audience.



CREATING A DIGITAL VISION BOARD USING CANVA

Step 1: Gather and share your digital images

When you have decided who is working on what section – gather your digital images and save them all together in a folder. You can create and use a shared drive folder to work in a group.

Step 2: Open an account in Canva

<https://www.canva.com/>

Step 3: Open a new design in Canva

Once you're signed in, you'll want to click "Create a Design," and choose the template you like, perhaps poster or photo collage.

If you plan on printing your vision board, you can choose **USE CUSTOM DIMENSIONS**. You can see this in the top right of the screen.

Step 4: Import your images into Canva



[HTTPS://WWW.PINTEREST.IE/SUNFLOWERWAYS/CREATING-A-VISION-BOARD/](https://www.pinterest.ie/sunflowerways/creating-a-vision-board/)

MM3 L5WS: CONSIDERATE CARE

8 DECENT WORK AND
ECONOMIC GROWTH



The Challenge:

Learners are tasked with creating a mood board based for an upcycled garment or upcycled textile product using an SDG and the concept of care.

For this Ready Steady Design Challenge Caring for... with examples caring for people (e.g. SDG1,2,3,5,10,11) the environment (SDG 11,13,14,15) resources (SDG 6, 7, 12) our infrastructure and and systems (SDG 9,16,17)

Reflective Prompt: To start this exercise write 1 sentence about each of the following words. You can use this prompt to get things started.

Write a one sentence definition of :

- CONCEPT
- MOOD BOARD
- CREATIVE EXCHANGE.

STEP BY STEP IN CREATING YOUR MOOD BOARD

1. Think about an overall vision of what you want to create.
 2. Write down 5 key phrases relating to:
 - The fabric content of the garment.
 - How you would like to represent this in a visual way with key words?
 - The cherishability potential of the garment.
 - The overall feeling you want the garment to represent.
 - The elements you want to explore.
- Using colour, imagery, and words, create a concept / mood board that could be used as a basis to customise a garment that you want to upcycle or change.
 - Use collage and fabric swatches and placement of words and other elements to make a beautiful board that represents the overall feel of the garment you want to upcycle.

MM3 L6WS READY STEADY DESIGN CARE CHALLENGE

8 DECENT WORK AND
ECONOMIC GROWTH



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.

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

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.