

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG8 The Future of Fashion

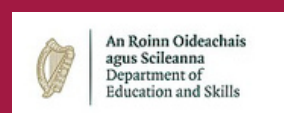


Micro-Module 3: My Fashion Everyone's Fashion

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



SDG8 Future of Fashion

MM3: My Fashion Everyone's Fashion



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'

SDG8 Future of Fashion

MM3: My Fashion Everyone's Fashion



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.

References

Webpages

- Anaghz (2021) Closing the Clothing Loop: a Cradle to Cradle Platform for Fashion. Available at: <https://en.reset.org/closing-clothes-loop-cradle-cradle-circular-platform-fashion-12112017> (Accessed 1 April 2024).

SDG8 Future of Fashion

MM3: My Fashion Everyone's Fashion



References continued

- Anaghz (2021) Closing the Clothing Loop: a Cradle to Cradle Platform for Fashion. Available at: <https://en.reset.org/closing-clothes-loop-cradle-cradle-circular-platform-fashion-12112017> (Accessed 1 April 2024).
- Canva (no date) Home - Canva. Available at: <https://www.canva.com> (Accessed: April 1, 2024).
- Fashion Seeds (no date). Fashion Seeds Design Canvas. Available at: https://www.fashionseeds.org/_files/ugd/ed0694_8040441fb5494026a0dfdebfd41f7e30.pdf (Accessed: April 1, 2024).
- Girlfriend Collective (no date). Home – Girlfriend Collective. Available at: <https://girlfriend.com> (Accessed 1 April 2024).
- Junk Kouture (2023) Educators - junk kouture. Available at: <https://junkkouture.com/educator> (Accessed 1 April 2024).
- Junk Kouture (2023) Sustainability - junk kouture. Available at: <https://junkkouture.com/sustainability> (Accessed 1 April 2024).
- Keeley, P. (no date) The School of Style Collection Brief. Available at: <https://projectfashion.ie/the-school-of-style-collection-brief> (Accessed 1 April 2024).
- Lane, H. (2023) Upcycling Guide — Redress Design Award. Available at: <https://www.redressdesignaward.com/academy/resources/guide/upcycling> (Accessed 1 April 2024).
- Pinterest (no date) Creating a vision board. Available at: <https://ie.pinterest.com/sunflowerways/creating-a-vision-board> (Accessed April 1 2024).
- Schuler, A. (2022) The brand, the mission, the blog. Available at: <https://www.vintagestockreserve.com/blogs/news/the> (Accessed 1 April 2024).
- Sewing.com (2022) Sewing for Beginners: 25 Must-Learn Basic Sewing Skills. Available at: <https://sewing.com/basic-sewing-skills> (Accessed 1 April 2024).
- Vintage Stock Reserve (no date) News. Available at: <https://www.vintagestockreserve.com/blogs/news> (Accessed 1 April 2024).

Videos

- 383 Design Studio (2020) How to create a fashion mood board. Available at: <https://www.youtube.com/watch?v=6Pe5jh6Wv0> (Accessed 1 April 2024).
- 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).

SDG8 Future of Fashion

My Fashion Everyone's Fashion



References continued

- CBS News (2013) Undercover in a Bangladesh clothing factory. Available at: <https://www.youtube.com/watch?v=W1mvcFuiTts> (Accessed 1 April 2024).
- Closed Loop Fashion (2020) A waste free fashion industry with Closed Loop Fashion's solutions for a circular fashion industry Available here <https://www.youtube.com/watch?v=VIXTxP7PYaY> Accessed: 16.7.2024
- Financial Times (2020) Creating a circular economy for fashion | Rethink Sustainability. Available at: <https://www.youtube.com/watch?v=y78UVWd5PHE> (Accessed 1 April 2024).
- FN-sambandet Norge (2018) Why is clothing so cheap? - A film about sustainable consumption. Available at: <https://www.youtube.com/watch?v=YLcCjS6bsZw> (Accessed 1 April 2024).
- Junk Couture (no date) JK Masterclass. Available at: <https://www.youtube.com/playlist?list=PLd0zRoXa-hWTBFbTFDYV2dxCdx8-sWp1s> (Accessed: April 1 2024).
- Kralova, Gaby (2021) Fashionless; The Impact of Fast Fashion Industry - Fast fashion animation. Available at: <https://www.youtube.com/watch?v=JHKOqtoIhol> (Accessed 1 April 2024).
- Laura, I. (2018) Closed-loop Fashion Production Available at: https://www.youtube.com/watch?v=fEv_Q2pQEjw Accessed 19.8.2024
- London College of Fashion (2020) Fashion Futures 2030 Scenario 3 – A story from Safety Race. Available at: <https://www.youtube.com/watch?v=XhVrdoeWJwU> (Accessed 1 April 2024).
- Vintage Stock Reserve (no date) Denim Bucket Hat. Available at: <https://www.youtube.com/shorts/nEyexjYAHGM?si=Gb1kFgY6jgluyOj1> (Accessed: April 1, 2024).
- Vintage Stock Reserve (no date) Split & Swap Nike Hoodies. Available at: <https://www.youtube.com/shorts/6fJX18TB3Go?si=6omHzCzsHQe3z0LK> (Accessed: April 1, 2024).
- YVONNE AND MITCHEL (2023) Upcycling a brand's excess fabric scraps. Available at: <https://www.youtube.com/watch?v=BkKUdV6Ggfo> (Accessed 1 April 2024).

Other

- Kering (2023) Ep.3: Embracing a circular way of life. Available at: <https://podcasts.apple.com/gb/podcast/ep-3-embracing-a-circular-way-of-life/id1677003072?i=1000608769830> (Accessed 1 April 2024).

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



MM3 My Fashion Everyone's Fashion

Phase: Research and Development

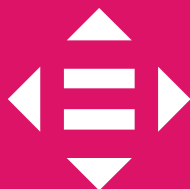
Lesson 1. What is Fashion?

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

MM3 My Fashion Everyone's Fashion

Lesson 1. What is Fashion?



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

MM3 My Fashion Everyone's Fashion

Lesson 1. What is Fashion?

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



17 PARTNERSHIPS
FOR THE GOALS



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

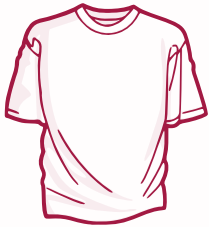


CONSIDER THE FOLLOWING QUESTIONS, REFLECT AND ANSWER GIVING A COUPLE OF LINES FOR EACH QUESTION.

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



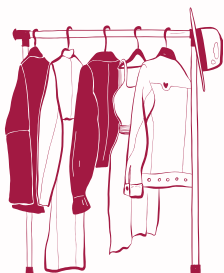
2. DO YOU THINK THAT THE CLOTHING YOU WEAR REPRESENTS WHO YOU ARE?



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?



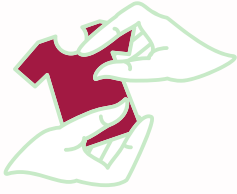
4. WHAT WORDS DESCRIBE THE FEELINGS YOU GET FROM A NEWLY PURCHASED ITEM OF CLOTHING, E.G. EXAMPLES MIGHT BE EMPOWERMENT, LOOKING WELL, SATISFACTION, OR ANOTHER TYPE OF HAPPINESS?



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



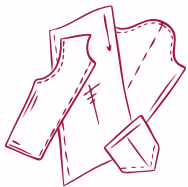
In your own words define or make comments on



Cherishability



Clothing in landfill.



Fashion



Circular fashion



Fast Fashion



Fashion Waste



Fashion Justice -
Environmental



Fashion Justice -
Economic



Fashion Justice -
Social



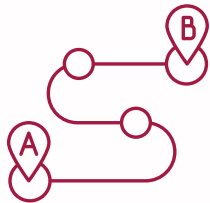
Materials



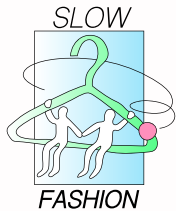
Pollution in Fashion



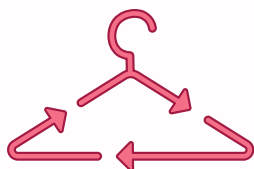
Production - Closed loop processes



Production - Open loop processes



Slow Fashion



Sustainable Fashion

Transparency

MM3 L1 MY CLOTHING FLIPPED CLASSROOM

8 DECENT WORK AND ECONOMIC GROWTH



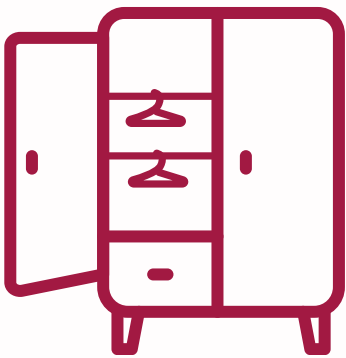
There are two options for this exercise. You can either do this exercise at home or you can do it in a local charity shop.

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.

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



MM3 My Fashion Everyone's Fashion

Phase: Research and Development

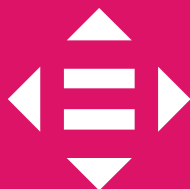
Lesson 2. Cherishability and Circularity in Our Clothing

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: 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.

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

In this lesson, the learner will:

- share their personal experience of cherished garments from their own wardrobe or garments with some significance from a charity shop.
- identify and discuss three case studies that are good examples of sustainable practice.
- gain a deeper understanding of how responsibility and personal choices can make a difference in the broader global scenario.

Materials

- Worksheet: Collaboration
- Flipped Classroom: Sustainable Fashion Glossary
- Internet access
- Whiteboard
- A4 Paper
- Pens, pencils or markers

MM3: My Fashion Everyone's Fashion

Lesson 2. Cherishability and Circularity in Our Clothing



ACTIVITY INSTRUCTIONS

Activity 1: My Clothing (25mins)

1. Working in pairs, have learners share their reflections on the flipped classroom activity
2. Each learner will present one of their choices identifying if it was wardrobe / charity shop, and item they liked / disliked or would buy or not buy
3. Gather learners reflections by making 2 columns on the whiteboard to write down the answers that the learners give to the following questions:
 - What are the characteristics that make the favourite garment cherishable?
 - What are the characteristics that make the least favourite garment not cherishable?

Activity 2 Creating a circular economy for fashion (25 mins)

1. As a class watch the following videos
 - Creating a circular economy for fashion (5:00 mins) Financial Times
<https://youtu.be/y78UVWd5PHE>
2. Working in pairs, learners complete the 'Working together is Key' worksheet to research the three companies listed or find other companies that are working in a sustainable way.
3. Learners will discuss and answer the questions relating to 3 case studies
4. Learners can replace the examples, with their own examples if they have them / know them.
5. If Learners use their own examples, encourage them to share their findings with the class, including the name of the company, where they are based, what they do and why they selected them.

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

You can use Post-its or a mentimeter www.mentimeter.com

MM3: My Fashion Everyone's Fashion

Lesson 2. Cherishability and Circularity in our clothing



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, undertake the first activity only.

Extension: For a longer lesson, extend the video activity in activity 2.

Watch the video in pairs and ask learners for one word on relating to the video THEIR clothing habits. Discuss within the separate groups and feedback to the class.

Option B: Continue growing the Sustainable Fashion glossary. Ask the learners to pick 1 or 2 words that they are interested in. Write a one sentence definition of each and add to the glossary

Circular production, Virgin material, Materials - 'good' and 'bad, Resource usage - water and energy, Transparency, Design, Manufacture and labour, Transport, Use phase (potential for customisation, Durability, End of lifecycle landfill , End of lifecycle – new life (Circular system)

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

VIDEO: Financial Times Creating a circular economy for fashion [5:00 min]

<https://youtu.be/y78UVWd5PHE>

Waste free fashion closed loop production [1:43min] https://www.youtube.com/watch?v=flbdhT_fezE

Closed Loop Fashion production [2:34 min] [https://www.youtube.com/watch?v=fEv_Q2pQEjw]

Article Closing the Clothing Loop: a Cradle to Cradle Platform for Fashion

<https://en.reset.org/closing-clothes-loop-cradle-cradle-circular-platform-fashion-12112017/>

Local Trip / Expertise / Additional Work and Assessments

Learners can continue to pick 1 or 2 words that they are interested in as the module progresses and write a one sentence definition of each and add to the glossary.

Fashion Storytelling Project: Have learners begin to think about create a visual or written fashion story that showcases the journey of an upcycled outfit. This could involve capturing the backstory, the transformation process, and the emotional connection to the final design.

Fashion Sustainability Blog or Vlog: Assign the creation of a fashion sustainability blog or vlog where participants can document their explorations, findings, and personal experiences related to upcycled fashion in the local context.



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.

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



MM3 My Fashion Everyone's Fashion

Phase: Research and Development

Lesson 3. Circular Design and Life Cycle Analysis of Clothing

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: 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.

Vocabulary: Circular systems, Life Cycle Analysis, Production; open loop and closed loop systems,

In this lesson, the learner will:

- gain an understanding of the life cycle of a garment
- work in pairs to map a sustainable versus a non sustainable garment.
- work in pairs to discover and discuss companies / case studies that illustrate circular design processes
- discover how companies are addressing the problem of waste.
- look at personal responsibility and how our choices can make a difference.

Materials

- Worksheet: Life Cycle Analysis
- Worksheet: Effective Systems
- Post-its
- Internet access
- Whiteboard
- A4 Paper
- Pens, pencils, or markers

MM3: My Fashion Everyone's Fashion

Lesson 3. Circular Design and Life Cycle Analysis



ACTIVITY INSTRUCTIONS

Activity 1: Life Cycle Analysis (25 mins)

1. Ensure understanding of the activity on the Worksheet: Life Cycle Analysis
2. Working in pairs, have learners complete the Life Cycle Analysis worksheet.
3. Each pair will present their analysis map to the group,
4. Using the following words as guides, support the learners to present their maps:
 - Design
 - Materials
 - manufacture and labour
 - Transport
 - Use phase (potential for customisation)
 - Durability
 - End of lifecycle landfill
 - End of lifecycle – new life (Circular system)

Activity 2: Effective Systems (25 mins)

1. As a class, listen to eight mins of the following podcast in two parts using the activity to answer the questions in the Effective Systems Worksheet:
 - Embracing a circular way of life <https://podcasts.apple.com/gb/podcast/ep-3-embracing-a-circular-way-of-life/id1677003072?i=1000608769830>
 - Start the podcast and listen from [0:00 mins - 2:05 mins] then forward to [17.05 mins -23.10 mins]
2. Group the learners into groups of 3 or 4 people to work together to answer the questions on the Effective Systems Worksheet after listening to the podcast, allowing a maximum of 10 mins.
3. End the session with a class hivemind harvest [collecting information from everyone] using the question:
 - 'What might a fully circular fashion future look like?'
4. Using the guide words from activity 1 ask learners to write their thoughts on the whiteboard and photograph when they completed and have add them to the module drive.

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 a mentimeter www.mentimeter.com to gather learners reflections

MM3: My Fashion Everyone's Fashion

Lesson 3. Circular Design and Life Cycle Analysis



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, undertake the first activity only.

Extension: For a longer lesson, extend the video activity in activity 2. Watch the video in pairs and ask learners for one word on relating to the video THEIR clothing habits. Discuss within the separate groups and feedback to the class.

Option B: Continue growing the Sustainable Fashion glossary. Ask the learners to pick 1 or 2 words that they are interested in. Write a one sentence definition of each and add to the glossary

Circular production, Virgin material, Materials - 'good' and 'bad, Resource usage - water and energy, Transparency, Design, Manufacture and labour, Transport, Use phase (potential for customisation, Durability, End of lifecycle landfill , End of lifecycle – new life (Circular system)

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

VIDEO: Financial Times Creating a circular economy for fashion [5:00 min]

<https://youtu.be/y78UVWd5PHE>

Waste free fashion closed loop production [1:43min] [Closed loop production process \[3:11 min\]](#)

https://www.youtube.com/watch?v=flbdhT_fezE

Closed Loop Fashion production [2:34 min] [https://www.youtube.com/watch?v=fEv_Q2pQEjw]

Article Closing the Clothing Loop: a Cradle to Cradle Platform for Fashion

<https://en.reset.org/closing-clothes-loop-cradle-cradle-circular-platform-fashion-12112017/>

Local Trip / Expertise / Additional Work and Assessments

Ongoing Sustainable Fashion Glossary: Learners can continue to pick 1 or 2 words that they are interested in as the module progresses and write a one sentence definition of each and add to the glossary.

Textile Recycling Centers or Facilities: Visiting textile recycling centers or facilities can help learners understand how discarded textiles are processed and repurposed, offering ideas for sustainable fashion projects.

Local Textile Investigation: Contact the local authority to investigate where old textiles end up, what are the local processes, task learners with developing strategies to repurpose them.

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

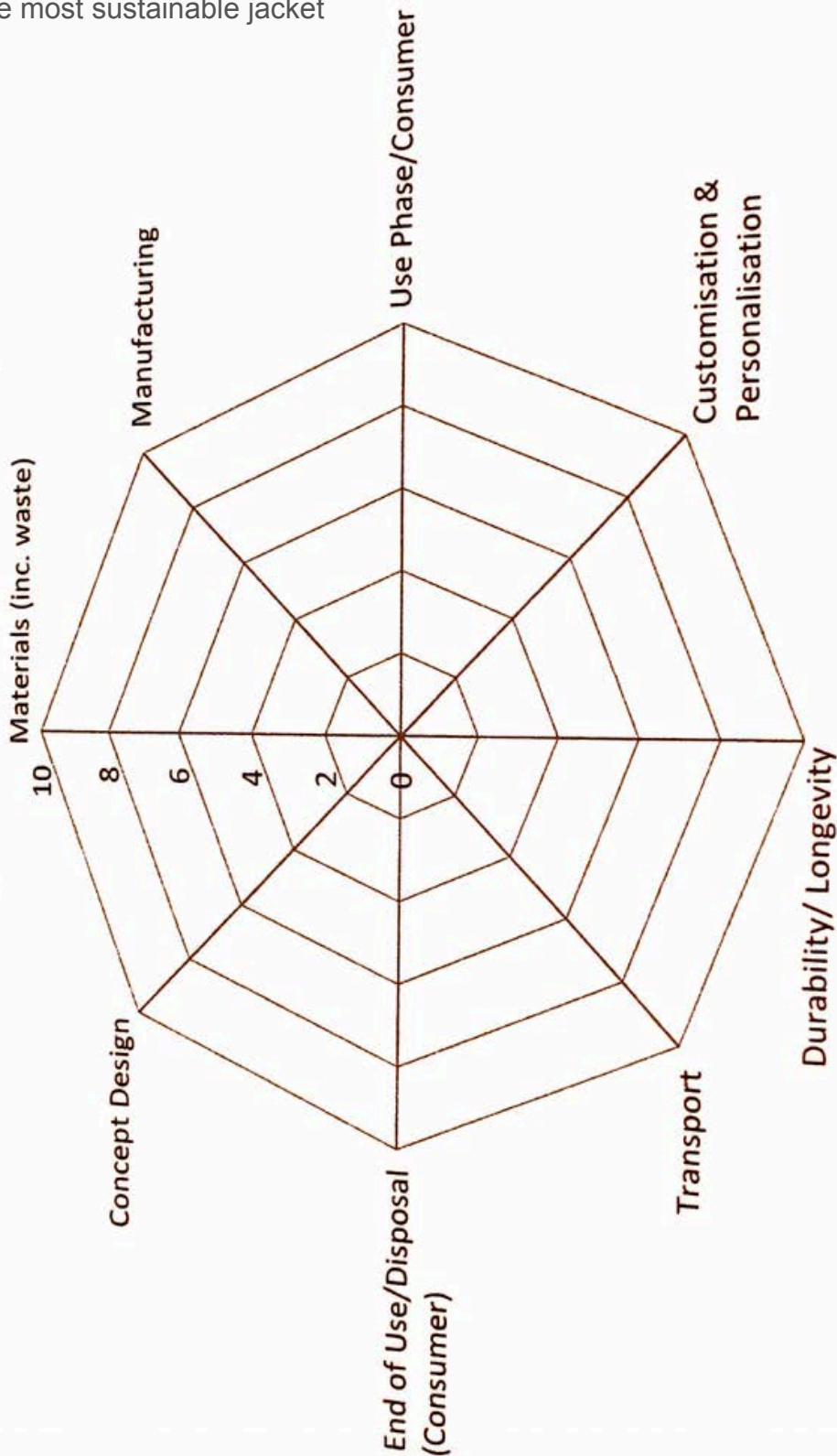


Each phase of the lifecycle should be carefully considered:

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

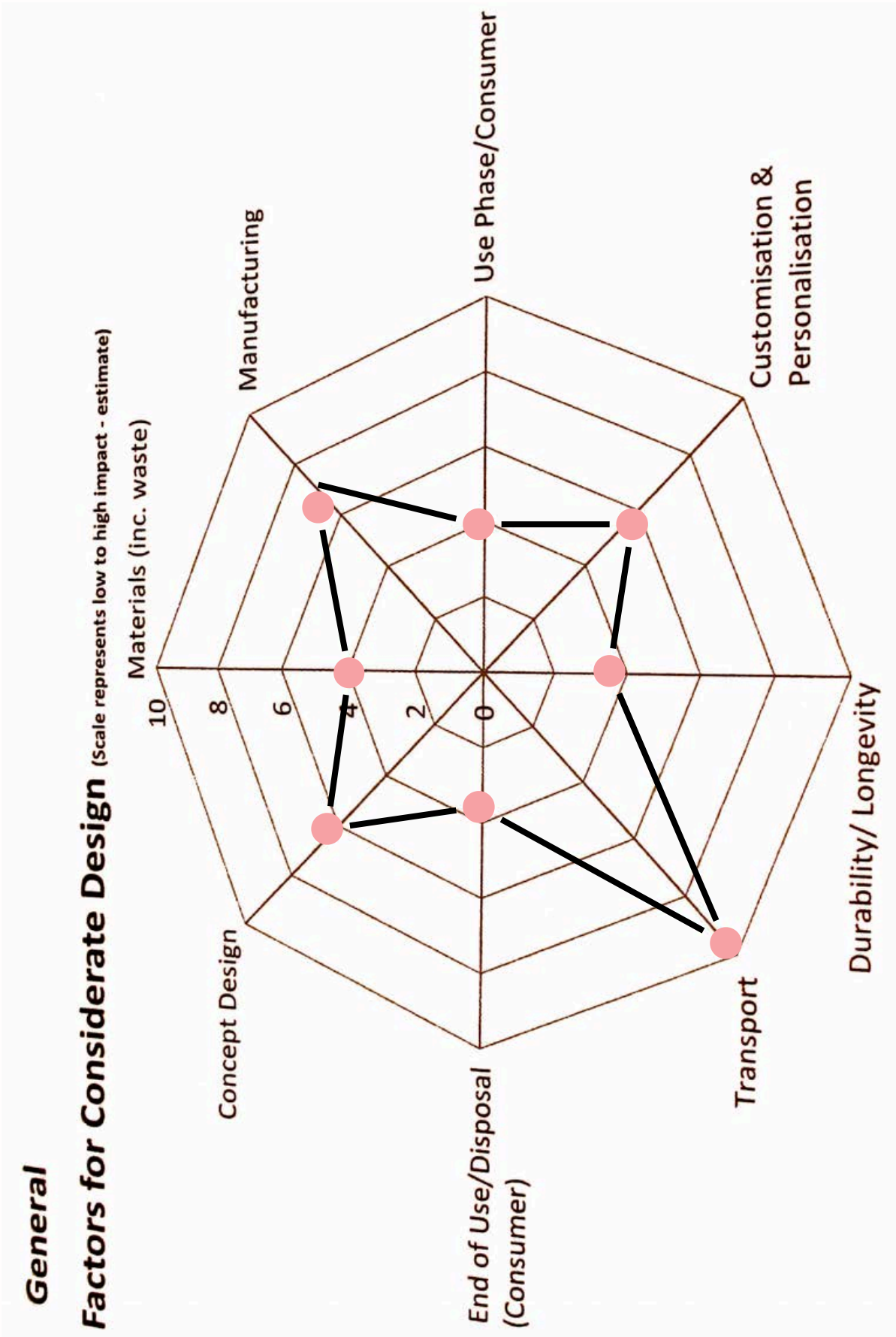
Factors for Considerate Design (Scale represents low to high impact - estimate)



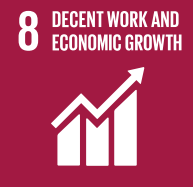
MM3 L3WS: LIFE CYCLE ANALYSIS CASE STUDY



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



MM3 L3WS: EFFECTIVE SYSTEMS



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)

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



MM3 My Fashion Everyone's Fashion

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

MM3: My Fashion Everyone's Fashion

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

MM3: My Fashion Everyone's Fashion

Lesson 4 Considered Design



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

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

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



MM3 My Fashion Everyone's Fashion

**Phase: Research and
Development**

Lesson 5. Considerate Concepts and Mood Boards

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

Lesson Title and Summary: Considerate Concepts and Mood Boards

At times, it can be difficult to express an idea which exists in one's head without words and imagery. Concept and mood-boards are a creative tool 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 individual vision.

Vocabulary: Clothing swap, Community of CareSlow Fashion, Upcycling

In this lesson, the learner will:

- Gain a deeper understanding of creating a visual instigator for upcycling a garment.
- Work in a participatory way within a space that facilitates both community making and individual expression.
- explore developing work within the concept of a thematic brief

Materials

- Internet access
- Worksheets: Create A Mood Board
- A4 paper / notebooks
- post-its
- whiteboard and markers
- materials for mood board
- craft materials e.g. Scissors, glue, paint, markers, pens, old magazines, fabric remnants, cardboard and paper.

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



17 PARTNERSHIPS
FOR THE GOALS



MM3: My Fashion Everyone's Fashion

Lesson 5 Considerate Concepts and mood boards



ACTIVITY INSTRUCTIONS

Activity 1: Developing a Mood Board (20 mins)

1. Ask learners to look up mood boards - they can use google, pinterest, canva, or other digital platforms and tools
2. Meanwhile, create a number of materials stations around the room as follows:
 - collage materials ie. magazines, newspapers, and other images.
 - images linked to care
 - fabric remnants all natural materials.
 - scissors, glue, paint, markers, pens, cardboard and paper
3. Ask learners to add the materials they have brought from home to the relevant stations
4. Watch the Video: How to create a Fashion Mood Board [2:08 mins]
4. Set the challenge - learners will have to read the support sheet and the challenge in advance

Learners are tasked with creating a mood board based for a considerate upcycled garment or upcycled textile product using an SDG and the concept of care using Support Sheet: Ready Steady Design Challenge Caring for... with examples 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 systems (SDG 9,16,17)

Activity 2: Creating your Considerate Care Mood Board

1. Each learner works to create their own mood board.
2. The concept is specified, but the feel and overall mood / concept for a potential upcycled textile product or garment is the aim of this exercise.
3. Remind learners of the previous lessons and concepts / ideas they have explored.
4. Use the Worksheet: Concept / Vision / mood board.
5. Learners should document their process and upload to a virtual learning environment, e.g. One Drive

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 www.mentimeter.com to gather learners' reflections

MM3: My Fashion Everyone's Fashion

Lesson 5 Considerate Concepts and mood boards



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, watch the Video and shorten the mood board making time to starting the mood board, which they can finish in a linked class.

Extension: For a longer lesson, after the video, learners create a communal mind map with each learner offering a word that describes the feeling they want to have with an imagined upcycled garment - elements that they would like to have in their mood board. Write these words on the board as inspiration on the whiteboard and will act as an inspiration for the concept/mood board exercise,

Option B: Go over the challenge linking it into the next lesson by watching the second video in the media box and use this to discuss the activities in the final lesson. There are two options in the next lesson Creating a Garment using No Sew Techniques or creating an upcycled textile product from an old garment / fabric remnant.

As a class, consider ReDress's upcycle guide to get them thinking about how they might approach the challenge using the steps and quickfire discussion on each step with collective feedback. Learners can be made aware of things to consider - see Teachers' Support Sheet as well as ideas and areas that they might work in that might not be obvious to them.

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

How to Create a Fashion Mood Board [2:08 mins] <https://youtu.be/6Pe5jhf6Wv0>

Nothing new on the catwalk', minimal waste fashion design [4:48 mins] https://youtu.be/qwojaOC_kts

Upcycling a brand's Scraps [13:56 mins] <https://www.youtube.com/watch?v=BkKUdV6Ggfo>

Redress Upcycling Guide <https://www.redressdesignaward.com/academy/resources/guide/upcycling>

Local Trip / Expertise / Additional Work and Assessments

Have the learners revisit their wardrobe and bring in a t-shirt or sweatshirt, which they no longer wear, but used to wear for a clothing swap within the class.

Ask them to choose the garment carefully with consideration of the following: Something that might be appealing for a classmate.

Something that they like, but is not wearable for them any more because of size, style or personal preference. This will be an easy introduction to upcycling using only a scissors and safety pins/pins and lacing.



MM3 L5WS A VISION / MOOD BOARD



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.

Use can use Pinterest, Google images, cut out images, and texts from magazines and drawings

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.



Vision board examples on Pinterest.

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



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.

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.



MM3 L5WS A VISION / MOOD BOARD



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 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.



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?



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.

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



MM3 My Fashion Everyone's Fashion

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

MM3: My Fashion Everyone's Fashion

Lesson 6. Slow Fashion Swappie Time



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

MM3: My Fashion Everyone's Fashion

Lesson 6. Slow Fashion Swappie Time



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 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. 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)

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.