

# SDG8 Future of Fashion

## MM4: Fashion Design Skills



### MM4: Fashion Design Skills

#### Exploration and Experimentation

#### Lesson 2: My Clothing Through My Story

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

**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**10** REDUCED INEQUALITIES



**12** RESPONSIBLE CONSUMPTION AND PRODUCTION



**17** PARTNERSHIPS FOR THE GOALS



#### Lesson Title and Summary: My Clothing Through My Story

In this lesson, learners will consider clothing is the interface between us and the world we inhabit. Our garments often give our peers and the people we interact with, small clues about who we are, what we are interested in and how we like to present ourselves to the world. Birds have their feathers, animals carry their coats and we cover our skin with garments during the day and at night. These clothes are also partaking somewhat in our journeys as companions

#### Vocabulary: Storytelling, Cherished Garments, Lived Experience

#### In this lesson, the learner will:

- continue to explore how style choices reflect a person's fashion sense but also can give hints to reveal deeper connections with their lived experience.
- revisit their own wardrobes in another audit to uncover meaningful stories relating to cherished clothing.
- revisit the first garments from the wardrobe audit in module 1.
- consider the difference between garments they like from module 1 and garments with a personal story from this second audit.

#### Materials

- Worksheet: My Clothing Through My Story
- A4 Paper or notebook for glossary
- post-it notes
- Internet access
- Garments or photographs of garments from learners own wardrobes from module 1 as well as the garments for this lesson

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## L2: My Clothing Through My Story



### ACTIVITY INSTRUCTIONS

#### Activity 1: Empathic connections with our clothing (20 mins)

1. Watch the video Worn Wear stories. Patagonia (3 mins 46)
2. Watch the video Diary of our Daily Threads (4 mins)
3. Facilitate a quick discussion after watching both videos, using the following questions
  - a. How is the concept (understanding of) connection with clothing explored in these videos?
  - b. How is the connection with people through clothing explored in these videos?

#### Activity 2 My clothing through my story (30 mins)

1. Start by inviting the learners to answer the questions on the worksheet: My clothing through my Story, relating to the new garments they have brought in. This can be either garments from home or garments that have imagined stories from the charity shop.
2. Ask learners to gather into a circle with their garments and to tell each other the story of the garment.
3. Pass the garment around as the person talks so that each learner partakes in one another's stories.
4. Briefly revisit the garments from the first module and give one sentence about how it may differ or contrast with the new choice of garment.

If doing option c as an extended class have learners undertake a mentimeter survey [www.mentimeter.com](http://www.mentimeter.com) to create a word cloud using the key words they use to describe their garments.

This helps to shows learners the most common terms used to describe their clothes by the class

### 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 survey - [www.mentimeter.com](http://www.mentimeter.com) - to gather reflections

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### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, omit the discussion after Activity 1

Extension: For a longer lesson, extend the outlined discussion by

Option A: Initiate a discussion after each video.

Option B: Ask learners to work in pairs to write down 2 of the most meaningful moments or messages for them from the video. Ask each pair to discuss with another pair then present their moments and what the pairs may have shared or what was different.

Option C: Explore the physical feel and the fabrics from the garments the learners have shared. Discuss the textures and the qualities of the fabric, if they are natural or man-made fibres. Consider the pros and cons of each fabric - see the article in the media box.

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

Worn Wear stories. Patagonia. [3:46min] <https://www.youtube.com/watch?v=4IyTXRfnYmQ>

Diary of our Daily Threads [4:00 min] <https://youtu.be/c0BcprjsW3U>

Additional video: 'The Craft of Use' [46:00min] <https://youtu.be/qYjogcSzozk>

Articles:

List of natural and man made fibres <https://sewguide.com/textile-fibers/>

Manmade vs Natural Fibres <https://www.fabricoftheworld.com/post/breaking-down-the-chemicals-used-in-each-stage-of-textile-production-1>

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

Ask friends and families about their favourite cherished garments to exploring the following concepts

- Storytelling,
- Cherished garments,
- Lived experience.

The words can then become part of the glossary, using the exercise to research and define in one sentence in their own words.

## MM4 L2 WS: MY CLOTHING THROUGH MY STORY

8 DECENT WORK AND ECONOMIC GROWTH



Answer the following questions about each garment you've selected.

What does this garment mean to me in my every day life?

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What are the connections that this garment has helped me to make with an experience I have had, maybe a concert, a birthday or a family occasion?

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Does this garment remind me of any people or pets that I have or have had in my life?

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What is the difference between this garment and the garment I chose in module 1?

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What story from my life does this garment tell? (Give a short 3 sentence explanation to use as a guide for the storytelling session).

1. 

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2. 

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3. 

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