

SDG8 Future of Fashion

MM3 My Fashion Everyone's Fashion



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Phase: Research and Development

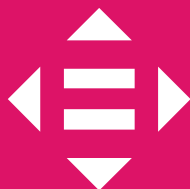
Lesson 2. Cherishability and Circularity in Our Clothing

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

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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

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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

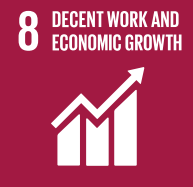
Working in pairs, look up the following companies and using the questions discuss and answer relating to each company.

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

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WORN AGAIN TECHNOLOGIES

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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.