

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG8 The Future of Fashion



Programme Phase 2: Experimentation and Exploration

Micro-Module 4: Fashion Design Skills

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

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



17 PARTNERSHIPS
FOR THE GOALS



An Roinn Oideachais
Department of Education

SDG8 Future of Fashion

Micro-Module 4: Fashion Design Skills



Micro-Module (MM) 4: Fashion Design Skills

Phase 2: Experimentation and Exploration

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

Micro-module Summary: Fashion Design Skills

This micro-module explores the bigger picture that 21c Fashion is and needs to address. We are witnessing, in Ireland and globally, events occurring in our own environments relating to Climate change such as floods, fires and pollution that affect all species and habitats.

How can we expand the lens of personal responsibility to look at how the fashion industry is one of the main instigators of this. How can we support companies that are working towards circularity through empathic and considered design methods in their design processes.

Through this module Learners will consider design methodologies and fashion case studies to begin considering the bigger picture.

In this Module, the learner will:

- develop skills of planning, researching and producing fashion designs and simple projects
- continue to develop awareness of the basics of ethical sustainable fashion
- develop an understanding of considerate, empathic and circular design
- build transferable skills and capacity that will support learners to share their ideas and using considerate design and circular design principles
- be introduced to tools and methods for simple resourceful fashion production

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

Micro-Module 4: Fashion Design Skills



Lesson 1 My Fashion: The Big Picture

This lesson begins to explore the bigger picture that 21c Fashion is and needs to address. Learners will consider design methodologies and fashion case studies to begin considering the bigger picture.

Resources: Worksheet 'Design Methodologies' Case Studies'

Lesson 2 My Clothing Through My Story

In this lesson, learners will consider clothing is the interface between us and the world we inhabit. This lesson enables learners to consider their clothes as companions in their life journeys and their role in our life story.

Resources: Worksheet 'My Clothing Through My Story'

Lesson 3 Skills for Maintaining, Mending and Customizing my Garments

In this lesson, learners will explore simple methods and techniques for customising garments, extending the life of the garments outside the fast fashion paradigm, using care, mending, maintaining and customisation.

Resources: Teacher's Notes: listing materials and instructional videos for Activity 2 .

Lesson 4 Field Trip to a Local Charity Shop

In this lesson, learners will develop the skills to purchase with potential. The act of buying a preloved garment is a small act of huge agency. Learners will gain insights and develop the skills which enable imaginative responses to purchasing and customising a garment places the garment in a position of potential.

Resources: Worksheet: Fabric Identification Guidelines: Charity Shop Field Trip

Lesson 5 Make Your Mark!

In this lesson learners will begin a creative sustainable fashion project, with all the skills in place to imagine and create their own regenerated clothing and there are no rules.

Resources: Worksheet: My Creativity Knows No Limits! Worksheet From MM3: Mood Boards

Complimentary Lessons: Micro-Module 3 My Fashion Everyone's Fashion.

There are a number of complimentary lessons in Micro-Module 3 My Fashion Everyone's 'Fashion. It is not necessary to undertake this Micro-module before this one however we recommend integrating Activity 1, Lesson 5 Develop a Mood Board, utilising the the Worksheets: Create A Mood / Vision Board. This is available for download from www.muinincatalyst.com Future of Fashion programme

Additionally, Micro-Module 3, Lesson 6 can also be used in combination with this micro-module

SDG8 Future of Fashion

Micro-Module 4: Fashion Design Skills



including worksheets: Ready Steady Design Care Challenge Support: Ready Steady Design Care

External expertise for Micro-Module 3 and 4 Design: Dr Tara Baoth Mooney
Development and additional content on Micro-Module 3 and 4: Dr. Anita McKeown.

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 on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be setup 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 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

- CARIAD (no date) Sensor E-Textiles. Available at: https://cariadresearchgroup.cariadinteractive.com/?page_id=770 (Accessed 7 April 2024).
- Cheynekoh (2020) Manmade vs. Natural Textile Fibres/Fabrics/Textiles: A Fair Comparison.. Available at: <https://www.fabricoftheworld.com/post/breaking-down-the-chemicals-used-in-each-stage-of-textile-production-1> (Accessed 7 April 2024).

SDG8 Future of Fashion

Micro-Module 4: Fashion Design Skills



Webpages continued

- Dúchas (no date) Schools' collection - Folklore. Available at: <https://www.ucd.ie/folklore/en/collections/schoolscollectionduchas> (Accessed April 7 2024).
- Junk Kouture (2023) Educators - junk kouture. Available at: <https://junkkouture.com/educator> (Accessed 7 April 2024).
- Junk Kouture (2024) Junk Kouture: Youth Sustainable The World's First Sport for Creatives for Schools! Available at: <https://junkkouture.com> (Accessed 7 April 2024).
- McQuillan, D. (2017) Irish eco-friendly alternatives to the big fashion chains. Available at: <https://www.irishtimes.com/life-and-style/fashion/irish-eco-friendly-alternatives-to-the-big-fashion-chains-1.3252410> (Accessed 7 April 2024).
- Pinterest (no date) Hand embroidered patches. Available at: <https://ie.pinterest.com/craftjamco/hand-embroidered-patches> (Accessed 7 April 2024).
- Pinterest (no date) Hand felting holes. Available at: <https://ie.pinterest.com/search/pins/?q=hand%20felting%20holes&rs=typed> (Accessed 7 April 2024).
- Pinterest (no date) Hand sewn mending. Available at: <https://ie.pinterest.com/search/pins/?q=hand%20sewn%20mending&rs=typed> (Accessed 7 April 2024).
- Pinterest (no date) Hand sewn patches. Available at: <https://ie.pinterest.com/search/pins/?q=hand%20sewn%20patches&rs=typed> (Accessed 7 April 2024).
- Pinterest (no date) Hand sewn upcycled t-shirts. Available at: <https://ie.pinterest.com/search/pins/?q=hand%20sewn%20upcycled%20T-shirts&rs=typed> (Accessed 7 April 2024).
- Pinterest (no date) Upcycling denim jeans. Available at: <https://ie.pinterest.com/search/pins/?eq=upcycling+denim&etslf=8982&len=2&q=upcycling+denim+jeans&rs=ac> (Accessed 7 April 2024).
- Tariq, S. (2023) Different type of fibers (A list of Manmade & Natural textile Fibers) - SewGuide. Available at: <https://sewguide.com/textile-fibers> (Accessed 7 April 2024).

Videos

- & Sashiko Story (2018) Top 5 Basic Sashiko Tips | To enjoy Sashiko Stitching more. Available at: https://www.youtube.com/watch?v=H464u4q_JGk (Accessed 7 April 2024).
- ABC Australia (2022) Visible mending brings new life to old damaged clothes. Available at: <https://www.youtube.com/watch?v=Xaq3kwHGbdK> (Accessed 7 April 2024).
- AmyGDIY (no date) Sewing tips - Hemming Stitch. Available at: <https://www.youtube.com/watch?v=uy0VfVw84ao> (Accessed 7 April 2024).
- AmyGDIY (no date b) Sewing tips - How to sew invisible stitch. Available at: <https://www.youtube.com/shorts/pedFjq5IEI0?feature=share> (Accessed: April 7 2024).
-

SDG8 Future of Fashion

Micro-Module 4: Fashion Design Skills



Videos continued

- AmyGDIY (no date) Sewing tips - Knot the thread. Available at: <https://www.youtube.com/shorts/Lbi1zn4c3sE> (Accessed: April 7 2024).
- Baoth Mooney, Tara (2010) Diary of our daily threads 4: 'Form' .mov. Available at: <https://www.youtube.com/watch?v=c0BcprjsW3U> (Accessed 7 April 2024).
- BlueprintDIY (2022) Easy DIY dress! | T-shirt cut scissors ONLY. Available at: <https://www.youtube.com/watch?v=QNOF1w5jDIY> (Accessed 7 April 2024).
- Bookhoudesign (no date) Visible mending using needle felting. Available at: <https://www.youtube.com/shorts/zmZSmAyKIj4> (Accessed: April 7 2024).
- Burnett, Alexandra (2022) What is SUSTAINABLE FABRIC + 5 FABRICS YOU SHOULD KNOW ABOUT. Available at: <https://www.youtube.com/watch?v=tE5fGj9fWWo> (Accessed 7 April 2024).
- Coolirpa (2020) How to trace your clothes and turn them into PATTERNS! Available at: <https://www.youtube.com/watch?v=baqA9jhZRVs> (Accessed 7 April 2024).
- Dapper alien (2017) How to make a patch. Available at: https://www.youtube.com/watch?v=Dm-_Zp4UHzi (Accessed 7 April 2024).
- DIY edigna (2023) 5 ideas for plain t-shirts. Available at: <https://www.youtube.com/watch?v=y0fKd6dGI-o> (Accessed 7 April 2024).
- DW Documentary (2020) The clothes we wear | DW Documentary. Available at: <https://www.youtube.com/watch?v=-64wZkdPRew> (Accessed 7 April 2024).
- Ellen MacArthur Foundation (2022) Meet the circular design pioneers reinventing the future of fashion. Available at: <https://www.youtube.com/watch?v=wb6bzQabqXM> (Accessed 7 April 2024).
- Featherstitch House (2022) Textile Art Techniques | Winging It Week 22 | Learn the Art of Fabric Manipulation. Available at: <https://www.youtube.com/watch?v=5BBFhoNTk8k> (Accessed 7 April 2024).
- Good Housekeeping (2015) Old T-Shirt + scissors = \$0 DIY Summer Fringe tote! Available at: https://www.youtube.com/watch?v=M3j1BO_01z0 (Accessed 7 April 2024).
- Harriell, Marcy (2022) 5 easy sewing projects in 15 minutes! Available at: <https://www.youtube.com/watch?v=dPH2EysPMmc> (Accessed 7 April 2024).
- Harriell, Marcy (2023) PUT A BOW ON IT: Lux Sweater refashion! Available at: <https://www.youtube.com/watch?v=luELpkm1nXg> (Accessed 7 April 2024).
- Harriell, Marcy (2020) UPCYCLE: DIY THIS WINDOWPANE DENIM JACKET! Easy to do, with or without sewing. Available at: <https://www.youtube.com/watch?v=e6HVY4U9nS4> (Accessed 7 April 2024).
- JapanSocietyNYC (2020) Boro Textiles: Sustainable Aesthetics - Video Tour part 1. Available at: <https://www.youtube.com/watch?v=DnQd5qFrUGM> (Accessed 7 April 2024).
- JULIUS (2022) Making Boro patchwork pants for the Summer (w/ Sashiko stitch). Available at: (Accessed 7 April 2024).

SDG8 Future of Fashion

Micro-Module 4: Fashion Design Skills



Videos

- Junk Kouture (2023) REGIONAL FINALS 2023 - Junk Kouture Dublin powered by RTÉ. Available at: <https://www.youtube.com/watch?v=4FvNc8ZciWA> (Accessed 7 April 2024).
- Junk Kouture (2022) Taking action against climate change | Highlights. Available at: <https://www.youtube.com/watch?v=tEkMhi7IDFw> (Accessed 7 April 2024).
- KTNV Channel 13 Las Vegas (2020) Jenn is teaching t-shirt cutting. Available at: <https://www.youtube.com/watch?v=mYM0vyqIYSc> (Accessed 7 April 2024).
- Life Tips Plus (2021) 14 ways to repair holes in clothes. Amazing Embroidery Stitches For Beginners /Guide to Sewing. Available at: <https://www.youtube.com/watch?v=WkJJZDsnCNg> (Accessed 7 April 2024).
- My Green Closet (2021) How to Make a Pattern from Clothing (Without taking it Apart!) - Sewing Hack. Available at: <https://www.youtube.com/watch?v=jdYPWHsgVAg> (Accessed 7 April 2024).
- NinkComPoop (2021) Your Guide To Charity Shopping! 10 Years Of Tips & Tricks. Available at: <https://www.youtube.com/watch?v=Gu69tElsftg> (Accessed 7 April 2024).
- Oldstaff OldUser (2017) Textiles heat Manipulated methods: the basic 'Shibori' method. Available at: <https://www.youtube.com/watch?v=e6QPesSzxm74> (Accessed 7 April 2024).
- Owlipop DIY (2017) DIY Distressed Cut Out T-Shirts. Available at: <https://www.youtube.com/watch?v=D6fFLGW-0HE> (Accessed 7 April 2024).
- Owlswap2000 (no date) Upcycling ideas for t-shirts. Available at: <https://www.youtube.com/shorts/Dab-L-QsRSY?feature=share> (Accessed April 7 2024).
- Patagonia (2014) Worn Wear® Stories | Presented by Patagonia. Available at: <https://www.youtube.com/watch?v=4IyTXRfnYmQ> (Accessed 7 April 2024).
- Pattern Scout (2021) Copying my favorite leggings | Easy DIY pattern drafting. Available at: <https://www.youtube.com/watch?v=9K45Vfeq-Gg> (Accessed 7 April 2024).
- Penguin & Fish (2021) Satin stitch - How to quick video tutorial - hand embroidery stitches for beginners. Available at: <https://www.youtube.com/watch?v=NGPqSY2vJn8> (Accessed 7 April 2024).
- Penguin & Fish (2021) Seed Stitch - How to quick video tutorial - hand embroidery stitches for beginners. Available at: <https://www.youtube.com/watch?v=zd7WhNgV1yQ> (Accessed 7 April 2024).
- Red Ted Art (2016) Blanket Stitch How to - Basic sewing (Embroidery & hand sewing). Available at: <https://www.youtube.com/watch?v=S9zegUYdPmg> (Accessed 7 April 2024).
- Red Ted Art (2017) How to make T-Shirt Yarn (Easy Upcycle) - Great T-Shirt Yarn DIYs. Available at: <https://www.youtube.com/watch?v=0fLfZHA7wFg> (Accessed 7 April 2024).
- Red Ted Art (2016) How to sew a Button (Craft Basic Sewing). Available at: <https://www.youtube.com/watch?v=8mIGGn3AS1E> (Accessed 7 April 2024).
- Red Ted Art (2016) Running Stitch How to - Basic sewing (Hand embroidery & hand sewing). Available at: <https://www.youtube.com/watch?v=i1-B01FB56s> (Accessed 7 April 2024).

SDG8 Future of Fashion

Micro-Module 4: Fashion Design Skills



Videos

- RSA (2013) Brené Brown on Empathy. Available at: <https://www.youtube.com/watch?v=1Ewgu369Jw> (Accessed 7 April 2024).
- SammySays (no date) My favourite upcycle! reworking old t-shirts! Available at: <https://www.youtube.com/shorts/YavES2GIUb0> (Accessed April 7 2024).
- Sewing Ideas (2023) 3 Fantastic ideas from old socks. Available at: <https://www.youtube.com/watch?v=y-JtcPFwUcE> (Accessed 7 April 2024).
- Sewing Ideas (2023) 3 new ideas from old umbrellas. Available at: <https://www.youtube.com/watch?v=gyPM5KwJizA> (Accessed 7 April 2024).
- Sewing Ideas (2023) 3 new ideas from one old umbrella. Available at: <https://www.youtube.com/watch?v=gyPM5KwJizA> (Accessed 7 April 2024).
- Shmoxd (2016) How To: Hand made patch. Available at: <https://www.youtube.com/watch?v=exaRooWNe3M> (Accessed April 7 2024).
- Sparkly Belly (2014) How to sew sequins 1: Sequin lines & fill. Available at: <https://www.youtube.com/watch?v=Vn4BC4e15Vc> (Accessed April 7 2024).
- Stiles, Eric W. (2020) Create the perfect jean pant pattern by cloning an old pair of jeans. Available at: https://www.youtube.com/watch?v=_jfKXW0-pk8 (Accessed 7 April 2024).
- Textiles Tutorials (2020) Spiralling - simply texture - fabric manipulation techniques. Available at: <https://www.youtube.com/watch?v=2iFGsdNYDYk> (Accessed: April 7 2024).
- Thaitrick (2019) 8 SEWING TIPS AND TRICKS - EP.1. Available at: <https://www.youtube.com/watch?v=4oPpl097hGE> (Accessed: April 7 2024).
- The Green Wrapper (2023) Sashiko Visible mending - mend with style. Available at: <https://www.youtube.com/watch?v=bj2eZcMWsNo> (Accessed: April 7 2024).
- Traid (2016) Kate Fletcher 'Craft of Use' TRAITALKS, Nov 2015. Available at: <https://www.youtube.com/watch?v=qYjogcSzozk> (Accessed 7 April 2024).
- WION (2021) Gravitas Plus: Fashion houses say they are sustainable. They are lying. Available at: <https://www.youtube.com/watch?v=EcGAtFRpdUI> (Accessed April 7 2024).
- Withwendy (2016) How to buy fabric (Terminology & shopping tips!) Available at: <https://www.youtube.com/watch?v=ruRhkpys83o> (Accessed 7 April 2024).
- WorldDynamics (2017) Fashion industry & Circular Economy. Available at: <https://www.youtube.com/watch?v=65zR2nU0sBU> (Accessed 7 April 2024).
- Xiaoxiao Yarn (2021) Basics of Sashiko 2 | Techniques and tips for Beginners. Available at: <https://www.youtube.com/watch?v=M-5RXN6Tk4M> (Accessed: April 7 2024).
- Zoe Hong (2016) Learning about Fabrics 1: The who, what, and how. Available at: <https://www.youtube.com/watch?v=-B4tfduOQ7w> (Accessed 7 April 2024).

SDG8 Future of Fashion

MM4: Fashion Design Skills



MM4: Fashion Design Skills

Exploration and Experimentation

Lesson 1: Circular Systems, Empathetic and Considered Design Case Studies

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: Circular Systems, Empathetic and Considered Design Case Studies

This lesson begins to explore the bigger picture that 21c Fashion is and needs to address. We are witnessing, in Ireland and globally, events occurring in our own environments relating to Climate change such as floods, fires and pollution that affect all species and habitats.

How can we expand the lens of personal responsibility to look at how the fashion industry is one of the main instigators of this. How can we support companies that are working towards circularity through empathetic and considered design methods in their design processes. Learners will consider design methodologies and fashion case studies to begin considering the bigger picture.

Vocabulary: Design for Disassembly, Regenerative, Durability, Resources, Greenwashing, Linear Versus Circular

In this lesson, the learner will:

- Look at the broader picture of the implications of fashion.
- The difference between linear and circular systems of design.
- Look at companies that are working to counteract damaging fast fashion consumerist patterns.

Materials

- Worksheet: Design Methodologies' Case Studies
- A4 Paper or notebook for notes and glossary
- Post it notes
- Internet access

MM4: Fashion Design Skills

L1: Circular Systems, Empathic & Considered Design Case Studies



ACTIVITY INSTRUCTIONS

Activity 1: Introduction (20 mins)

1. Watch the video Fashion Industry and circular economy (5:00min)
2. Watch the video Meet the circular design pioneers. (6:50min)
3. Watch the video Brené Brown on Empathy (2:50min)
4. Facilitate a quick discussion with the whole group after watching each of the videos
 - What is the difference between a linear and circular design process?
 - List some of the problems around the Fashion Industry?

Activity 2: Circular Systems, Empathic and Considered Design Case Studies (30 min)

1. Split the learners into small groups. Depending on numbers you might have more than one group research the same design methodology
2. The groups will take one of the following design methodologies to research
 - Considered Design
 - Circular Design
 - Empathic Design
3. Use the worksheet: Design Methodologies' Case Studies to answer the questions.
4. Have each group present briefly present their findings to the class. This can be on post its in the categories or verbally depending on the number of groups.
5. Discuss the findings, look to see if any of the groups considering the same methodologies / case studies found anything different.

NB: Learners findings could also be used to develop a research poster - see Media Communications 2 - Research Poster

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 - to gather reflections

MM4: Fashion Design Skills

L1: Circular Systems, Empathic & Considered Design Case Studies



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, omit the discussion part of Activity 1.

Extension: For a longer lesson, spend 10 more minutes on Activity 2 researching the three design interventions. Spend 5 more minutes on the discussion section of activity 2.

Option B: Continue the glossary, giving each learner one or two words/ phrases to research and define in one sentence:

- Circular Systems,
- Empathic Design,
- Considered Design,
- Case Studies.

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

Fashion Industry and circular economy [5:00min] <https://www.youtube.com/watch?v=65zR2nU0sBU>

Meet the circular design pioneers [6:50min] https://youtu.be/wb6bzQabqXM?list=RDCMUCQAC2otE5_agzHZPnk3mE5w

Brené Brown on Empathy [2:50min] <https://youtu.be/1Evwgu369Jw>

Documentary “The clothes we wear” [28:00 min] <https://www.youtube.com/watch?v=-64wZkdPRew>

Article: Irish eco-friendly alternatives to the big fashion chains <https://www.irishtimes.com/life-and-style/fashion/irish-eco-friendly-alternatives-to-the-big-fashion-chains-1.3252410>

Local Trip / Expertise / Additional Work and Assessments

Have learners revisit their wardrobe audit from MM3, or undertake a wardrobe audit using MM3 Lesson 1, flipped classroom and either bring to class or photograph with their phones the following:

- the item of clothing they liked most
- an item of clothing that has a story attached to it from their own lived experience, this might have been given to them from a loved one, or a garment that reminds them of someone they love.

OR

Have the learners go to a charity shop and identify

- One item of clothing that looks like it has a story attached to it.
- Ask the learners to imagine a life story for this garment.



CIRCULAR SYSTEMS, EMPATHIC AND CONSIDERED DESIGN

Considered design:

A. Regenerating: Research @worn wear- recrafted line – a collaboration between Suay Sew Shop and Patagonia:

B. Activism: Research the unisex capsule collection which is a collaboration between Yoshitomo Nara × Stella McCartney.

How are these 2 different collaborations addressing a 'Considerate design' ethos?

What is the difference between the design methods of these 2 collaborations?

What different characteristics do these companies have separately that when brought together make the end products more valuable?

Name 2 issues that each of the above collaborations are addressing?

Circular Design:

Research the Timberland Timberloop Trekker. This shoe is specifically designed for disassembly.

What are the main interventions/actions that this company is doing to make their brand more circular.

How many stitched components are in this shoe?

What materials is the shoe made from?



CIRCULAR SYSTEMS, EMPATHIC AND CONSIDERED DESIGN

How are the components crafted to disassemble?

How are the components being redistributed?

Empathic Design:

Research the Laugh project at Cardiff Metropolitan University. NB: Look specifically at the aprons on this web page. https://cariadresearchgroup.cariadinteractive.com/?page_id=770

What is the Laugh project doing to create more of an empathic connection with the wearer through design for dementia?

Who are these aprons for?

How do these aprons differ from one another?

Why do you think the aprons are all different?

What makes these aprons significant and unique?

What design methods are being used to create more of an empathic connection with the wearer?

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

MM4: Fashion Design Skills

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 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 - to gather reflections

MM4: Fashion Design Skills

L2: My Clothing Through My Story



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?

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?

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

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

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.

2.

3.

SDG8 Future of Fashion

MM4: Fashion Design Skills



MM4: Fashion Design Skills

Exploration and Experimentation

Lesson 3: Skills for Maintaining, Mending and Customizing my Garments

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: Skills for Maintaining, Mending and Customizing my Garments

Learners will explore simple methods and techniques for customising garments, enabling the garments to take a journey into another way of being. Through care, mending, maintaining and customisation, we enable our garments to live in a way that exists outside the fast fashion paradigm. Caring for our clothing is a slow process and can often take time over a few weeks. Time and user agency through skill can bring our garments into a cherished place where large fashion companies cannot enter. Garments are not static objects. They are places where lived experience happens.

Vocabulary: Care, Co-creation, Maintenance, Mending, Skill, Thrift

In this lesson, the learner will:

- learn through practice the basic skills needed for mending, sewing, customising and maintaining our garments.
- learn to use and up-skill with a basic set of tools and sewing skills.
- be introduced to creative ways of approaching mending and customising
- give the learners the agency to develop a new relationship with their garments and through this understand the power of cherishability through value.
- explore the community of care that emerges when people gather to make together.

Materials

- Teacher's Guide: List of materials needed and short instructional videos for Activity 2
- Notebook/paper for glossary and note-taking
- Internet access

MM4: Fashion Design Skills

L3: Skills for Maintaining, Mending and Customising Garments



ACTIVITY INSTRUCTIONS

Activity 1: Creative mending (10min)

1. Watch the video 'Visible mending brings new life to old damaged clothes' [8:29min] on mending to see some ideas on visible mending

Activity 2: My new skills (40min)

1. Divide the room into small work tables in a circle with 2-4 learners working on each table
2. In the middle of the room create 2 tables of tools and materials keeping them close to the learners tables to encourage the learners to meander between the tables and interact with one another.
3. Invite the learners to gather around the tool and materials tables and take a needle, thread, buttons, some squares of cloth each (cotton and wool) and a pair of scissors and needle felting kit for each table.
4. Start with an introduction to the tools presented and demonstrate how they are used to affect garments through maintaining, mending and customising garments.
5. Use the videos listed in the Teacher's Notes: Activity 2 Videos on basic sewing, mending and cutting methods.
6. Play each video and have the learners follow in real-time to learn and practice the skills

Ongoing lessons: Simple Fabric Skills Building

1. Before moving onto the next formal lesson, a number of lessons can be undertaken to develop skills using the additional videos in the teachers' notes to learn new methods and techniques of fabric manipulation and making patterns.
2. Learners can use these lessons to build up a 'sampler portfolio'. This can be a simple set of stitched squares and techniques or can be a stitched project to create and 'image sampler' - see the 'Winging it' video, Teachers notes

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 - to gather reflections

MM4: Fashion Design Skills

L3: Skills for Maintaining, Mending and Customising Garments



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, omit the blanket stitch video and omit the Invisible stitch video.


Extension: For a longer lesson, introduce the learners to these 2 basic embroidery stitches

Seed stitch https://www.youtube.com/watch?v=zd7WhNgV1yQ&ab_channel=Penguin%26Fish (55 seconds). Practice for 5 mins.

Satin stitch <https://www.youtube.com/watch?v=NGPqSY2vJn8> (1 min 30). Practice for 5 mins.

See also ongoing lessons and skill-building videos on Teachers' notes to develop simple stitched techniques and simple pattern making. These can be undertaken over a number of weeks as required.

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

Visible mending brings new life to old damaged clothes  | Everyday | ABC Australia [8:29min]
https://www.youtube.com/watch?v=Xaq3kwHGbDk&ab_channel=ABCAustralia

See teacher's notes: Activity 2 Videos

See Ongoing Lessons: Skills building video list for fabric manipulation and using your own clothes to cut patterns.

Local Trip / Expertise / Additional Work and Assessments

Bring your samples home and look through your wardrobe for anything that needs fixing. Practice the sewing skills you have learnt. Visit your local sewing shop or charity shop and search out trims and accessories that appeal to you.

Learners can create an Image Sampler showing a range of techniques to give their sampler different textures.

Continue to build the textile lived experience glossary, giving each learner one or two words/phrases to research and define in one sentence:

- Care, Co-creation, Maintenance, Mending, Thrift, Skill



MATERIALS NEEDED

You will need to provide the following for this lesson:

- Needles of different sizes
- Pins
- Pincushions
- Thimbles
- Needle threader
- Fabric ripper
- Threads
- Embroidery threads
- Tailors chalk
- Raw wool
- Spun wool fibre
- Velcro
- Fabric remnants: To maximise skill learning time in the lesson. Precut some cotton squares for practising sewing . Also find remnants of denim, cotton (old t-shirts, vests, sweatshirts), wool fabric (old jumpers, scarves, mittens, socks, felt)
- Iron and ironing board
- Scissors for cutting fabric
- Measuring tape
- Needle felting kit (Bifurcated needles, raw wool in different colours, sponges to felt on)
- Bondaweb
- A couple of embroidery rings
- Dry nailbrush (for brushing off dirt)
- Ribbons, jar of buttons, trims, different shaped sequins, small beads and other craft accessories
- Fabric glue

ACTIVITY 2 STITCHING SKILLS VIDEOS TO WATCH

Learners should follow along in real time with the videos to practice these basic skills

1. Simple knotting of thread <https://www.youtube.com/shorts/Lbi1zn4c3sE> Practice for 1 min
2. Running stitch <https://www.youtube.com/watch?v=i1-B01FB56s> [2:30 min] Practice for 2 min
3. Sew a hem. <https://www.youtube.com/shorts/uy0VfVw84ao> (20s) Practice for 4 mins.
4. Blanket stitch https://www.youtube.com/watch?v=S9zegUYdPmg_ [3:50 min] Practice for 4 mins
5. Invisible stitch <https://www.youtube.com/shorts/pedFjq5IEI0?feature=share> (20s) Practice for 5 mins
6. Sew on a button <https://youtu.be/8mIGGn3AS1E> (4 mins) Practice for 10 mins
7. Needle felting <https://www.youtube.com/shorts/zmZSmAyKlJ4> (45s) Practice for 4 mins.



ONGOING LESSONS: MATERIALS NEEDED

- Needles of different sizes
- Pins / Pin cushion
- Thimbles
- Needle threader
- Scissors
- Thread / Embroidery threads
- Filling
- Fabric remnants: To maximise skill learning time in the lesson. Pre-cut some cotton squares for practising sewing.
- Remnants of denim, cotton (old t-shirts, vests, sweatshirts), wool fabric (old jumpers, scarves, mittens, socks, felt) and trims e.g. lace, jewellery

BUILDING FABRIC MANIPULATION SKILLS

Additional decorative fabric manipulation skills

- Spiralling [6:24 min] <https://www.youtube.com/watch?v=2iFGsdNYDYk>
- Boiled Shibori using a vegetable steamer and synthetic fabric [8:12 min] <https://www.youtube.com/watch?v=e6QPesSzxm74>
- Boro Textiles Sustainable Aesthetics Parts 1 - 4. Part 1 [3:37 min] <https://www.youtube.com/watch?v=DnQd5qFrUGM>
- Boro Patchwork with Sashiko [8:55 min] <https://www.youtube.com/watch?v=Px5um1WbNFU>
- Basics of Sashiko [5:20 min] <https://www.youtube.com/watch?v=M-5RXN6Tk4M>
- Top 5 Sashiko Tips [https://www.youtube.com/watch?v=H464u4q_JGk]
- DIY Sashiko Visible Mending Style [13:55 min] <https://www.youtube.com/watch?v=bj2eZcMWSNo>
- 14 ways to repair holes using embroidery thread [5:51 min] <https://www.youtube.com/watch?v=WkJJZDsnCNg>
- 8 Sewing tips and tricks [3:44 min] <https://www.youtube.com/watch?v=76Gtqe7tEnE>

Image Sampler: Winging it Week 22: Fabric Manipulation: <https://www.youtube.com/watch?v=5BBFhoNTk8k>

- Introduction: Image Sampler [3:34 - 5:02min]
- Trapping [5:03 - 11.43 min]
- **Melting Synthetic fabric, a candle or lighter. NB: We do not recommend this as it needs monitoring and could also give off toxic fumes. [11.43 - 17.14 min]**
- Padding [17:16 - 27.06 min]
- Gathering [27:40 - 31:37 min]
- Pleating [31:38 - 46:02 min]
- Twisted Strips [46:04 - 51:27 min]
- Folded Circles [51:28 - 57:06 min]
- Smocking [57:18 - 1:09:00 min]
- Bubbles [1:09:02 - 1:19:00 min]
- Trapunto [1:19:00 - 1:25:10 min]
- Ruffles [1:25:08 - 1:30:49 min]



CREATING SIMPLE PATTERNS

Materials:

- Paper - any of the following, butcher paper, brown wrapping paper or tracing paper
- Pens
- Pins / pin cushions
- Scissors
- Tailor's chalk
- Own clothes or other clothes you like and that fit you e.g. from a charity shop

Instruction Videos

- How to Make a Pattern from Clothing without taking it apart [9:44 min] <https://www.youtube.com/watch?v=jdYPWHsgVAg>
- How to trace your clothes and turn them into patterns (shorts, t-shirt and shirt) [15:00 min] <https://www.youtube.com/watch?v=baqA9jhZRVs>
- Copying my favourite leggings [12:17 min] <https://www.youtube.com/watch?v=9K45Vfeq-Gg>
- Create the perfect pair of Jeans cloning an old pair of jeans [21:46 min] https://www.youtube.com/watch?v=_jfKXW0-pk8 This requires attention to detail, particularly when measuring. It is more complicated but it is not unachievable and the instructions are clear.

UPCYCLING

- Using Old Socks [33:34 min] <https://www.youtube.com/watch?v=y-JtcPFwUcE>
- 3 ideas from old umbrellas [29:30 min] <https://www.youtube.com/watch?v=gyPM5KwJizA>
- 3 new Ideas from one old umbrella [10:30 min] <https://www.youtube.com/watch?v=JMioaj5F3u8>
- 5 ideas for plain t-shirts [14:02 min] <https://www.youtube.com/watch?v=y0fKd6dGI-o>

JUNK KOUTURE

Junk Kouture is open to 12-19 year-olds and challenges young people to design, upcycle and create high end Kouture from recycled Junk, before showcasing their design and representing their school on stages across the world!

- Junk Kouture main website <https://junkkouture.com/>
- Resources for educators <https://junkkouture.com/educator/>
- Visit the Regional Finals 2023 for inspiration Powered By RTÉ <https://www.youtube.com/watch?v=4FvNc8ZciWA>
- Taking Action against Climate Change Junk Kouture <https://www.youtube.com/watch?v=tEkMhi7IDFw&t=1s>

Marine Plastic Waste - Problem to Pitch

Our Marine Plastic Waste Problem to Pitch TY unit <https://www.muinincatalyst.com/courses-1/future-of-the-ocean> has many lesson plans that could support a 'Junk Kouture' project focused on Marine Plastic Waste

SDG8 Future of Fashion

MM4: Fashion Design Skills



MM4: Fashion Design Skills

Exploration and Experimentation

Lesson 4: Field Trip to a Local Charity Shop

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

Lesson Title and Summary: Field Trip to a Local Charity Shop

In this lesson, learners will develop the skills to purchase with potential. The act of buying a preloved garment is a small act of huge agency. Understanding that a preloved garment hanging on a rail is much more than a consumer experience is also liberating. Learners will gain insights and develop the skills which enable imaginative responses to purchasing and customising a garment places the garment in a position of potential.

Vocabulary: Fabric Identification, Pre-loved, Purchasing with Potential, Shopping Skills

In this lesson, the learner will:

- learn how to identify the main fabrics used in garment production.
- understand the difference between badly made and well-made garments
- how to purchase with potential.

Materials

- Worksheet: Fabric Identification
- Selection of garments with the following fabric types:
 - 100% Cotton
 - 100% wool
 - 100% silk
 - 100% polyester
 - 100% viscose
 - 100% acrylic
- Mixed fibre fabrics: cotton/polyester and acrylic/wool
- Guide sheet: Charity Shop Field Trip
- Paper/notebook for taking notes and glossary research

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



17 PARTNERSHIPS FOR THE GOALS



MM4: Fashion Design Skills

Lesson 4: Field Trip to Local Charity Shop



ACTIVITY INSTRUCTIONS

Activity 1: Fabric identification (15 mins)

1. Have the learners work in groups of 4 using the worksheet: Fabric Identification as a guide.
2. Different garments with the following fabric types:
 - 100% Cotton
 - 100% wool
 - 100% silk
 - 100% polyester
 - 100% viscose
 - 100% acrylic
 - Mixed fibre fabrics:
 - cotton/polyester
 - acrylic/wool
3. Give each group 2 garments to analyse.
4. Learners will explore how to identify the fibres in each garment.
5. Have the learners present their findings to the group

Activity 2: Charity shopping skills (7 minutes)

1. Watch the video Your Guide To Charity Shopping! 10 Years Of Tips & Tricks from 11:30min to 18:10min

Activity 3: CHARITY SHOPPING FIELD TRIP (30 minutes)

NOTE: Ideally this field trip should happen over a full afternoon.

1. Before you leave:
 - a. Make a list of the local charity shops in your area.
2. If there are a number of charity shops, have the learners work in small groups with the guidelines and use their phones to document their findings.
3. Learners can compare their findings in another class to see if there are any conclusions they can make about the fabrics they can find

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 - to gather reflections

MM4: Fashion Design Skills

Lesson 4: Field Trip to Local Charity Shop



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, have the learners do the field trip in their own time.

Extension: For a longer lesson, Before the field trip:

- Visit the guide sheets and run through them with the learners.
- Ask for any other tips from the learners themselves.
- If learners completed module 1 they can revisit their mood boards and write a list of their desired fabrics, colours, shapes.

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

Your Guide To Charity Shopping! 10 Years Of Tips & Tricks [27:24min]

https://www.youtube.com/watch?v=Gu69tEIsftg&ab_channel=NinkComPoop

How to Buy Fabric Terminology & Shopping Tips [11:54 mins]

<https://www.youtube.com/watch?v=ruRhkpys83o>

What is Sustainable Fabric + 5 Fabrics you should know about [9:06]

<https://www.youtube.com/watch?v=tE5fGj9fWWo>

Learning About Fabrics 1: The Who, What, and How [4:15 min] <https://www.youtube.com/watch?v=-B4tfduOQ7w>

Local Trip / Expertise / Additional Work and Assessments

Have learners assess their clothing at home using the Fabric Identification guidelines or bring in some garments from home and circulate to identify the fabrics. If accessible, learners could also visit a fabric shop and explore the different fabrics using the guidelines.

Continue the glossary, giving each learner one or two words/ phrases to research and define in one sentence:

- Fabric identification.
- Pre-loved and Pre-loved shopping skills
- Purchasing with potential.



Natural fibres are made from either plant material- cellulose such as cotton, linen, hemp, or animal fur -protein such as wool, alpaca, silk, mohair.

Synthetic fibres are made from plastic - such as polyester, acrylic. Semi synthetic fibres are made from processed cellulose with chemicals- such as viscose or rayon. It is with experience and trial and error that we get better at identifying fabrics. Keep trying! Use the following guidelines to assist you in identifying each garments' fabric composition.

1. Look at the label.
2. Is the garment made from a mix of synthetic and natural fibers?
3. If there is no label present:
4. Feel the fabric.
5. Look at the type of garment that you holding.
6. Is the fabric thin or thick?
7. Does it feel damp or cool?

NATURAL FIBRE IDENTIFICATION:

- Cotton and most natural fibres e.g. silk or linen will crease when you crumple them in your hand.
- Scrunch up the fabric in your hand, roll it into a tight ball and hold it for 15 seconds.
- When you let it go it will stay crumpled if it is a natural fibre.

BREATHABILITY:

- If you are still unsure about what fabric you are holding, once again, hold the fabric tightly for about 1 and a half mins.
- Natural fibres will not feel damp. They will feel warm in your hand, like an extension of the heat your body produces. The fabric permeates the fibres and disperses any heat or moisture.
- This shows that the breathability is high and usually indicates a natural fibre.
- If you are still unsure about what fabric you are holding, once again, ball the fabric up and hold the fabric tightly for about 1 and a half mins.
- Synthetic fibres will feel damp. They will feel cold in your hand.
- The fabric does not absorb any heat from your body and therefore the moisture produced by the heat bounce back into the hand.
- Your hand will feel clammy and even slightly sticky. This shows that the breathability is low and usually indicates a synthetic fibre.

SYNTHETIC FIBRE IDENTIFICATION:

- Synthetic fibres like polyester and acrylic also crease when you crumple them in your hand but will not hold the creases.
- Scrunch up the fabric in your hand, roll it into a tight ball and hold it for 15 seconds. When you let it go the creases will fall out if it is a synthetic fibre.
- Semi-synthetic fibres e.g. rayon or viscose often feel silky like real silk and more difficult to identify.
- Again, scrunch up the fabric in your hand, roll it into a tight ball and hold it for 15 seconds.



GENERAL GUIDELINES:

- When you let it go the creases will usually fall out but not as much as a synthetic fiber and they will be less creased than a natural fibre.
- Try to go to charity shops during the week when there are less people shopping.
- Go as early in the day as you can to maximize the possibility of finding something extra special
- Revisit charity shops regularly
- Try to find well-made garments constructed from natural fibers. If you see and like synthetic garment consider how much you want it and whether you are prepared to keep it for a long time.
- Look for garments that sit well and have a good shape- avoid garments that bunch up or are seem to be worn around elbows, knees, crotch, armpits, collar areas.
- Find out from the staff what days they restock the rails.
- Always try things on if you can. It is often not permitted to return items from charity shops. This also gives you the opportunity to do a fabric identifying test when there is no care label.
- Remember you will be working on customizing whatever garment you buy so purchase with this creative lens of possibility!

SENSORY ACTIVATION:

When you enter a charity shop try to engage all of your senses as tools to help you find something.

- FEELING for different materials:
- LOOKING for colours that grab your eye:
- LISTEN to what the staff are saying about new stock.
- SMELLING for freshly washed garments

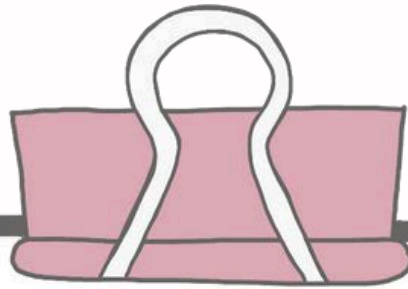
OTHER TIPS:

- If a garment smells freshly washed, you can usually tell if a stain is permanent or will wash out.
- If there are stains or holes, look at the positioning of them and try to visualize how you might be able to cover the stain or fill the hole.
- Check armpits for yellowing.
- Check neck line for staining/yellowing.
- Check the lining for rips and stains
- Check to make sure that there is no balling on jumpers.
- Look for loose buttons.
- Check to make sure that all the buttons are present. If not, think about how a new/ contrasting button could look on the garment with the existing buttons.
- Check for strained seams- this happens when a garment is not well made or when it has been over-worn.
- If the garment is large and has seam weakness – you can always take it in with simple running stitch along the seams.



- Always look at all of the rails so you don't miss anything.
- Check to see if the clothing is organized by colour or size or gender.
- Sometimes women's and men's clothes are put in the wrong area.
- Look in the bargain section for items that might be reduced.
- Look at the potential in the garments for customization.
- Look for things that might look different with a small amount of added sewing- for example, taking up the hem, filling a hole, taking the side seams in, cutting off the collar, patching etc.
- Look for t-shirts that can be modified through cutting - e.g. an oversized t-shirt can become a versatile top when cut and tied.
- Over-washed garments can lose their stretch. Steer clear of garments which are over-washed (unless that is what you are looking for specifically).

Use this space to make notes about what you maybe looking for at the charity shop or key points you want to remember as you select your garment.



A large, empty rectangular box with a thick black border, intended for students to write their notes.

SDG8 Future of Fashion

MM4: Fashion Design Skills



MM4: Fashion Design Skills

Exploration and Experimentation

Lesson 5: Make Your Mark!

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

Lesson Title and Summary: Make Your Mark!

In this lesson learners will begin a creative sustainable fashion project, with all the skills in place to imagine and create their own regenerated clothing and there are no rules.

Within the space of making, learners have the ability to problem-solve, take risks, co-create and be liberated from the closed garments of the fast fashion world. A garment that is worked on in this way gains value, is open, without restrictions and forges connection.

Vocabulary: Create, Customise, Imagine, Regeneration, Repurpose

In this lesson, the learner will:

- use the knowledge gained from the previous lessons to customize their chosen garment or garments.
- research other DIY practitioners to get inspiration.
- work together to problem solve.
- consider the design process with empathy, practicality and imagination.
- use new-found skills to up-cycle an existing garment and create a garment or garments with cherishability.

Materials

- Worksheet: My Creativity Knows No Limits!
- Garments from the clothes swap
- Pre-loved garments found at the charity shop.
- Mood-boards from module 1
- Worksheet MM3: Mood Boards
- All Materials from lesson 3 in this module
- Pencils erasers and paper for drawing if needed.
- Internet access

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



17 PARTNERSHIPS FOR THE GOALS



MM4: Fashion Design Skills

Lesson 5: Make Your Mark!



ACTIVITY INSTRUCTIONS

Activity 1: 'My creativity knows no limits' (50min)

1. Set the room up as in lesson 3 (Divide the room into small work tables in a circle with 2-4 learners working on each table)
2. In the middle of the room create 2 tables of tools and materials keeping them close to the learners tables (to encourage the learners to meander between the tables and interact with one another.)
3. With all materials in the centre, ask the learners to sit 3 or 4 per table around the materials/tool tables.
4. Have the learners work with their mood-boards from MM3: as inspiration.

NB: If the learners have not completed MM3 and the mood board exercise, undertake this lesson in advance of this lesson.

5. Alternatively, they can look at Pinterest boards for ideas and inspiration see also lesson 3 for useful links.
6. Research some up-cycling and customisation images and tutorials
7. Make a rough drawing of the projected customisation of the garment/ garments.
8. Document the before during and after progress.

Finally, remind students to have fun, be creative and be adventurous!

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 - to gather reflections

MM4: Fashion Design Skills

Lesson 5: Make Your Mark!



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, as this is an ongoing project, if the learners have less time to work on their garment customization, encourage them to bring parts or all of their individual projects home with them to work on while at home.

Extension: For a longer lesson, learners can continue working on their projects

Option B: watch the video Gravitas Plus and discuss how pre-loved / upcycled clothing could make a difference to some of the statistics shared in the video.

Option C: If not already engaged consider the Junk Kouture project - <https://junkkouture.com/educator/> this could be linked to the sustainable development goals and speculative design e.g. designing for issues we will face by being resourceful

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

See Teacher's Guide: Links

Gravitas Plus: Fashion houses say they are sustainable. They are lying [9:18 mins]
<https://www.youtube.com/watch?v=EcgAtFRpdUI>

Junk Kouture Masterclasses: ten-episode collection of deep dives, exploring a range of current topics across climate change, leadership, mental health and more that could be linked to this module or a Junk Kouture project.

Local Trip / Expertise / Additional Work and Assessments

Encourage the students to continue to design process even when at home and going about their day. Continue to visit and revisit charity shops, sewing and craft shops. Talk to the staff of your local sewing shop or charity shops and ask for advice.

Develop a skill share repository, encourage learners to ask older members of their family about making, mending and fixing clothes, gather their stories and their skills. Learners could also research this at their local library or visit the Schools Folklore Collection or reach out to NCAD Fashion Department. <https://www.ucd.ie/folklore/en/collections/schoolscollectionduchas/>

Continue the glossary, giving each student one or two words to research and define in one sentence:

- Create, Customise, Imagination, Regeneration, Repurpose.



Patches:

- <https://www.pinterest.ie/search/pins/?q=hand%20sewn%20patches&rs=typed>
- <https://www.pinterest.ie/craftjamco/hand-embroidered-patches/>

Sew a patch:

- How To: Hand made patch [2:55 min] <https://youtu.be/exaRooWNe3M>
- How To Make A Patch | DIY Handstitched Patch [3 minutes 29] https://youtu.be/Dm-_Zp4UHzi

Mending:

- <https://www.pinterest.ie/search/pins/?q=hand%20sewn%20mending&rs=typed>

Needle Felting:

- <https://www.pinterest.ie/search/pins/?q=hand%20felting%20holes&rs=typed>

Upcycling

- <https://www.pinterest.ie/search/pins/?q=hand%20sewn%20upcycled%20T-shirts&rs=typed>
- Denim <https://www.pinterest.ie/search/pins/?rs=ac&len=2&q=upcycling%20denim%20jeans&eq=upcycling%20denim&etslf=8982>

Embellishing:

- Sequins [15:00min] <https://www.youtube.com/watch?v=Vn4BC4e15Vc>
- Upcycle a Denim jacket [15:52 min] <https://youtu.be/e6HVY4U9nS4>

Some t-shirt hacks:

- Jenn T-shirt up styling cutting [3:55 min] <https://www.youtube.com/watch?v=mYM0vyqIYSc>
- No Sew Old T-shirt to tote bag [1:40 min] https://youtu.be/M3j1BO_01z0
- Colour block t-shirts [0:40s] Very simple sewing and scissors <https://www.youtube.com/shorts/YavES2GIUb0?feature=share> (40 seconds)
- Easy T-shirt dress - scissors only [11:56] <https://www.youtube.com/watch?v=QNOF1w5jDIY>
- 3 cut out T-shirt ideas [4:00 min] <https://www.youtube.com/watch?v=D6fFLGW-0HE>
- Some T-shirt projects with simple sewing [1:00 min] <https://www.youtube.com/shorts/Dab-L-QsRSY?feature=share>
- Make t-shirt yarn [7:00 min] https://youtu.be/0fLfZHA7wFg?list=PL2vt_TPKQbZo5gs9BxIXkgCyGFfwHpose

Something a little more challenging:

- Sweater Refashion + use your scraps [23:00 min] <https://www.youtube.com/watch?v=luELpkm1nXg>
- 5 easy sewing projects in 15 mins (15:00 min) <https://www.youtube.com/watch?v=dPH2EysPMmc>

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. 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.