

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

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#### **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](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?

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

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

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

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### 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.

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How many stitched components are in this shoe?

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What materials is the shoe made from?

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## CIRCULAR SYSTEMS, EMPATHIC AND CONSIDERED DESIGN

How are the components crafted to disassemble?

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How are the components being redistributed?

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### 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](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?

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Who are these aprons for?

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How do these aprons differ from one another?

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Why do you think the aprons are all different?

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What makes these aprons significant and unique?

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

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