

4 FASHION CONSUMPTION

TEACHER'S NOTES

▶ GRADE: 7–9

▶ SUBJECTS: TECHNOLOGY
ENTREPRENEURSHIP
COMMUNICATION
SUSTAINABILITY
CRAFT

▶ TEACHING OBJECTIVES

- The impact of our shopping decisions.
- The complexity of a globalised supply chain.
- The good and bad sides of the fashion industry.
- Alternatives to the current consumerist system.

OVERVIEW OF THE MODULE:

Time guidelines are estimated. Please feel free to organise the class as you consider more convenient. Happy teaching!

5 MIN

RESEARCH TASK: WHAT IS FAST FASHION?

Ask your students to research and come up with a definition of what fast fashion is. Are they consumers of fast fashion? Do they think is a good or a bad thing?

2x45 MIN

4.1 WHAT KIND OF CONSUMER ARE YOU?

This section will walk your students through our current shopping behaviour. It will also throw some light on how transparent the fashion industry really is. At the end of it they will read a few nice stories behind the fashion industry to end up asking the question: is the fashion industry a good or a bad one?

Sustainability
Globalisation
Entrepreneurship

2x45 MIN

4.2 SUSTAINABILITY FOR HOLLYWOOD

In this section your students will take what they have learned in section 4.1 and make a movie out of it.

Sustainability
Communication
Technology

2x45 MIN

4.3 RECYCLE WASTE INTO NEW MATERIAL

Here your students will create their own yarn made of waste. After that, they will learn how to turn that yarn into cool stuff like a bag, a cushion or sleepers.

Sustainability
Crafts

SECTIONS IN THIS MODULE:

A. WHAT IS FAST FASHION



VIDEO

10 MIN

In the video your students will learn from another teenager what fast fashion is and why shopping to buy happiness doesn't work.



DISCUSSION

5 MIN

Get your students interested on the paradox of fashion. Drive them through the good and the bad side of the fashion industry.

- Workers in factories?
- Consumers?
- Shareholders of the brands?
- Designers?



THEORY — THE RANA PLAZA INCIDENT

5 MIN

This text talks about how the rana plaza incident encourage consumers to ask for more information about who made their garments.



COMPREHENSION QUESTIONS

5 MIN

Get your students to write the answers on a paper. You can also do this exercise as a debate.

1. How many textile workers died in the collapse?
2. Was the accident preventable?
3. Why were the workers in the building when the cracks had already been reported?
4. How is this and other disasters connected to fast fashion?
5. What other negative effects does fast fashion have?



VIDEO

10 MIN



ACTIVITY Here is Nelson again. Ask your students to fill the gaps while listening to the animation.

Fashion is one of the most **polluting** industries in the world. 25% of **chemicals** produced worldwide are used for textiles. It is also the number 2 polluter of clean water – after **agriculture**. Ugh!

A report found that **61%** of the decision-makers in companies like Zara, H&M or GAP didn't know which factory made their garments.

76% didn't know where their fabric was **woven**, knitted or **dyed**. And 93% didn't know the origins of the raw fibre. 93% didn't know if their cotton is organic or has been polluted with tons of chemicals!

So guys... stop buying from **irresponsible** fashion brands that don't know how and where their things are made and start finding better brands that care about people and the **environment**.



THEORY – B. FASHION INDUSTRY GOOD OR BAD?

35 MIN

This exercise compiles 4 different texts which talk about the good side of fashion. Ask your students to get in couples and give each couple 1 text.

There are some activities at the end of each text. The last one of all of them is to make a small presentation to explain their classmates what their text was about. Leave at least 10 min of the class for presentations.



DISCUSSION

10 MIN

To wrap up the module ask your students to discuss a few of the main points of this section:

- Summarise the good things about the fashion industry.
- What about the bad ones?
- What are you planning to change as a consumer?
- What do you think you are doing right as a consumer?

4

MATERIALS IN FASHION

4.2 SUSTAINABILITY FOR HOLLYWOOD

TEACHER'S NOTES

2x45
MIN



ACTIVITY – CREATE YOUR OWN VIDEO SUSTAINABILITY FOR HOLLYWOOD

1.5 H

DIFFICULTY ● ● ● ● ○

Divide your students in groups and assign each group one of the following titles from point 4.1:

THEORY – B. FASHION INDUSTRY GOOD OR BAD?

- What's wrong with the fashion industry?
- The rise of mending
- Millennials for change
- Fashion revolution

Following the indications in the platform let them create a movie to explain and represent each text. Leave 15 min at the end of the session to present the videos.

4

MATERIALS IN FASHION

4.3 RECYCLING WASTE INTO NEW MATERIAL

TEACHER'S NOTES

2x45
MIN



ACTIVITY – RECYCLING WASTE INTO NEW MATERIAL

1.5 H

Following the indications in the platform your students will transform a t-shirt or other leftover of fabric into yarn and then into something else. Check the platform to know what kind of materials they will need.

4.1 ANIMATION – FASHION CONSUMPTION – (IF YOU WANT TO BE MORE SUSTAINABLE PRINT IN BLACK AND WHITE)

Do you wanna know a dirty secret about fashion?

Fashion is one of the most _____ industries in the world. 25% of _____ produced worldwide are used for textiles. It is also the number 2 polluter of clean water – after _____. Ugh!

There are more dirty secrets that fashion companies don't want us to know.

A report found that __% of the decision-makers in companies like Zara, H&M or GAP didn't know which factory made their garments.

76% didn't know where their fabric was _____, knitted or _____. And 93% didn't know the origins of the raw fibre. 93% didn't know if their cotton is organic or has been polluted with tons of chemicals!

As consumers, how are going to know if they don't know?

So guys... stop buying from _____ fashion brands that don't know how and where their things are made and start finding better brands that care about people and the _____.

Or even better, buy second hand, fix your old clothes, or make them yourself!