

WP2 RfG

RESULT 2 Lesson Plans'

Version 1

Database















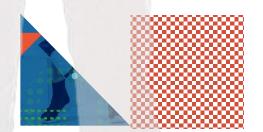


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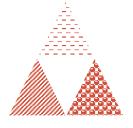
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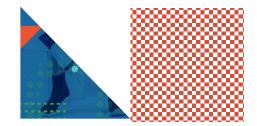
Document details

Project name	RefashionForGood (RfG)
Project number	2022-1-DK01-KA220-SCH-000087254
Project type	Key action 2 - strategic partnerships
Result name / title	WP2, Result 2: RfG Lesson Plans' Database
Lead beneficiary for this Result	Stimmuli for Social Change
Contributors	People of 2050 Associació Animacción CESIE FRAME Intercultural High School of Evosmos
Version	1
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Introduction to RefashionforGood

Refashion for Good (RfG) Erasmus+ project strives for empowering teenagers with the 4R (Reduce, Reuse, Recycle and Rethink) philosophy of life through fashion with the double focus of environmental and social impact. To this end, sets the following objectives:

- To empower teachers with methods and tools to activate themselves and students towards 4Rs practices in fashion.
- To empower students with competences towards embedding a 4R way of living.
- To nourish RfG ambassadors to trigger change in the community.

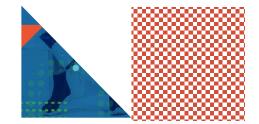
The project is lead by New Nordic Youth School (Denmark) in partnership with Stimmuli for Social Change (Greece), People of 2050 (Denmark), FRAME Foundation (Poland), CESIE (Italy), Associaió Animacció (Spain), Intercultural Jr High School of Evosmos (Greece).

RfG is designed around multi-level educational resources divided in Work Packages (WPs) including:

- 1. <u>RfG Lesson Plans Package</u> (WP2): Ready-to-use activities for teenage students in class around the RfG educational model and 4R practices for fashion. The RfG Lesson Plans Package will offer a concrete methodology for empowering teenagers with green and social competences.
- 2. <u>RfG Teachers' Training Toolbox</u> (WP3): Guides and toolboxes for teachers for their personal and professional development plus training material around the concepts of 4Rs, sustainable fashion and fashion stereotypes and misconceptions.
- 3. RfG Multimedia Hub (WP4): A holistic and digital learning database that will foster students' and teachers' green and inclusive mindset. It includes Good practices and Inspiration Podcasts which will be co-designed in a way to better promote students' engagement and motivation as well as video tutorials for teachers as mini courses. Existing supporting digital materials from other projects or initiatives will be also included here.

In this document we unfold the RfG Lesson plans for students (WP2) in the classroom co-designed and developed by all partners and lead by Stimmuli for Social Change.





Framework and Targeted Competences

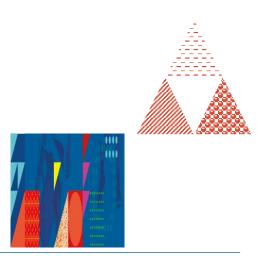
The main result of WP2, Result 2, is a Lesson Plans Database, for teachers to use benefiting from ready-to-use, adjustable, cross-sectoral material. These lesson plans have been carfully and thoroughly designed by the partners based on their expertise, thematic focus and curriculum didactic flow with the aim to be implemented in schools adjusted by each teacher to their respective school context (geographical, social, timeline etc).



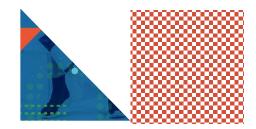
Picture 1: Picture from the competences' co-design session

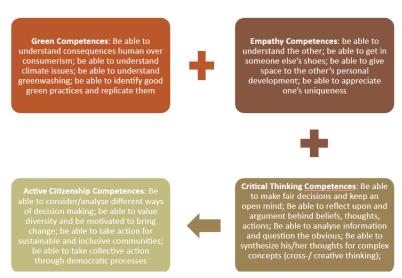
These lesson plans are based on a <u>competences framework</u> agreed and co-designed by all partners for teachers to evaluate the students' developed competences and behavioral shifts pre- and post-implementation.

Following a co-design session with the consortium, the set framework was designed to be adopted for the resources of all WPs and evaluated accordingly.









Picture 2: RfG Competences' Framework Scheme

The RfG Lesson Plans but also the project as such, aims at developing much needed skills for students in the 21st century and beyond, capitalising on the knowledge, skills and resources leading to the effective integration of sustainable fashion education in schools their context.

The main competences outlined by partners are <u>Green</u>, <u>Empathy</u>, <u>Ciritcal Thinking Competences</u> leading to the development of <u>Active Citienship Competences</u>. This conclusion is not definite of course since many other competences might be

developed through the implementation of this educational material.

Lesson Plans' Database

Structure

Given the targeted competences and to achieve a process (and not a result) that allows for their development, partners created lesson plans based on the 4R philosophy contributing according to their respective expertise. These lesson plans are categorized in the following phases:

PHASE 1_Fashion 4R Power: Through this phase students become familiar with the ideas behind the 4R philosophy in fashion. They will become aware of everyday practices that they can do at home with friends and family- in simple and easy way. Reflection stops will help the process evaluation and progress.

Main Competences developed: Green Competences, Critical Thinking

PHASE 2_You are what You Wear?: In this phase lesson plans focus on fashion statements, image of oneself and stories behind our clothes. After exploration on fashion influencers worldwide, students will be called to express themselves and hear others peers stories behind their appearance and garments. Reflection stops will take place to identify false role models and stereotypes.

Main Competences developed: Empathy Competences, Critical Thinking





PHASE 3_Be the Brand: Combining the first two phases students will be called to create their own custom-made brand, and showcase it to their school and the community. This is the phase where capitlising on the knowledge gained students take action and design campaigns in the format they choose to advocate for change of mindset around fashion. They could cooperate with local stakeholders and invite them to co-create their own 'brand'.

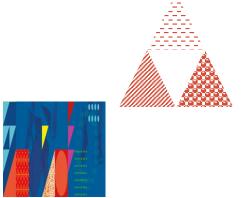
<u>Main Competences developed</u>: Green Competences, Empathy Competences, Critical Thinking, Active Citizenship

Implementation

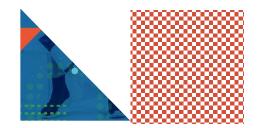
RfG Lesson Plans Database is a flexible collection of activities for teachers to implement with their students. The steps to do it are:

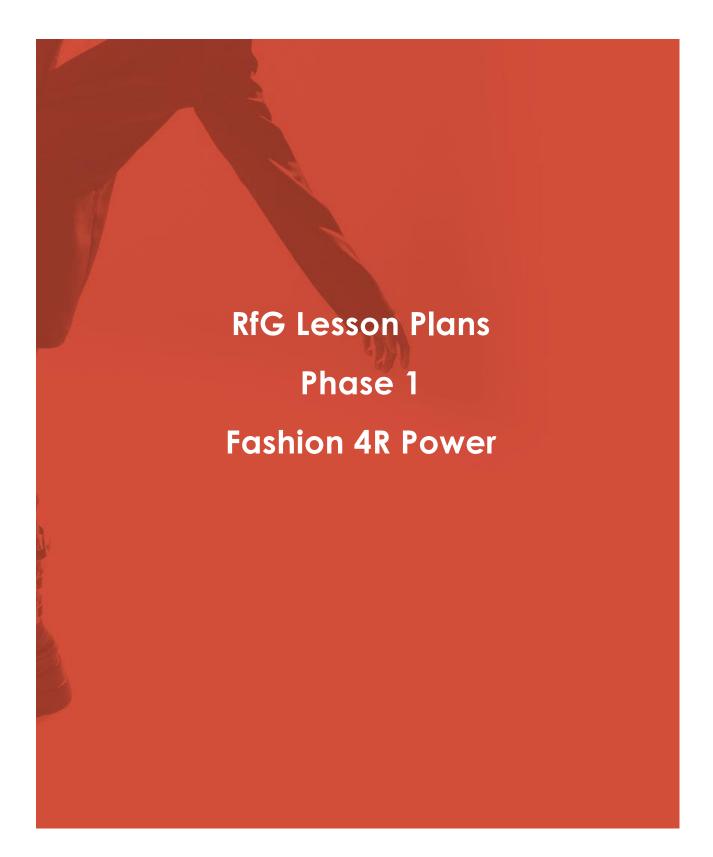
- 1. Read the lesson plans
- 2. Choose at least one lesson plan from each phase
- 3. Adjust to your students' needs and context
- 4. Decide whether you will apply them in a curricular, cross-curricular or extra-curricular manner
- 5. **Plan** your timetable and organize yourself (the days of application, the material to be shared/used, essays for homework or reading, final action event planning)

Before you start the implementation do not forget to share the **questionnaires** for students' preevaluation. The same questionnaire applies also at the end for post-evaluation. Find related questionnaires in the ANNEX.

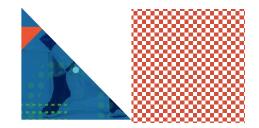












Lesson Plan: 4R Introduction

Age: 16-17

Number of students: 20-25

Phase: Fashion 4R Power

Description of Activity: In this activity students will be introduced to the 4R concept (Reduce, Reuse, Recycle, Rethink) through discussion, activities and dedicated resources.

Objectives of the activity: To understand the 4R concept and how it will be linked to the RefashionForGood Lesson plans database.

Space needs: No specific needs

Materials needed: Paper, notepad, pencils/pens, sticky tape or blu tack, patafix;

a projector, a tablet or a laptop screen.

Competences Developed: Green Competences; Active citizenship Competences;

Critical thinking Competences **School subjects**: Any subject

Overview of Lesson Plan

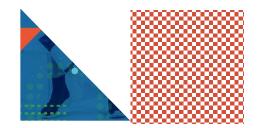
4R Introduction	Duration
Step 1: Warm up	10 minutes
Step 2: 4R storm of thoughts	20 minutes
Step 3: Movie Time	Video + 15 minutes reflection

Lesson Plan

Step 1: Warm Up

Description	Needed Material/Resources	Duration
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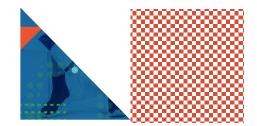


Move the chairs away towards the wall to free the classroom space (alternatively you can do this in the yard). Ask the students to move around the room, with care not to bump into one another, in a circle and then in freely however they like in the space While walking, they will start adding movements with their arms or head, make sounds or reduce speed to differentiate from each other. Then the teacher instructs them to find a person and copy their movement while following them. This goes on for 1-2 minutes. Finally, the teacher asks for students to reduce organically their movements, start reducing speed as they walk and try to synchronize with the group to stop fully together.	No material needed	10 minutes
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Step 2: 4R storm of thoughts

Description	Needed Material/Resources	Duration
Students take a chair, and they gather in a circle. They hold a paper or note pad with a pen as well. Following, on screen, the wheel of 4R ReFashionforGood comes up and the game begins. The teacher turns the wheel https://wheelofnames.com/jsz-swy Every time a word comes up the students are asked to note down in 20 seconds any words, concepts or drawings that come to their mind. Maybe something from their everyday life. The round finishes when all words have appeared (Reduce, Reuse Recycle, Rethink, Fashion). The teacher then collects the notes and papers per work and creates with the students a collage on the wall to see what ideas came up. As a final step the teacher invites the students to share thoughts on their answers- if they want to elaborate more.	Paper, note pad, pencils, sticky tape or blu tack, patafix; a projector, a tablet or a laptop screen.	20 minutes





Step 3: Movie time

Description	Needed Material/Resourc es	Duration
Watch a video together: https://www.youtube.com/watch?v=y- 7ZxV2VMIo (Greek) https://www.youtube.com/watch?v=vSjnbcOpjr Q (English short) https://www.youtube.com/watch?v=5GJ9D3Koh MY (English) After the end of the video, the teacher facilitates reflection and discussion on what the students do in their everyday life/routine, in circle all together or in groups, mapping the current situation of the class.	Screen/ projector	Duration dependin g on the video
Indicative Questions: Are you using the 4R practices at home? If yes, what are they? Have you seen them anywhere in your neighborhood? Do you know someone who is working on this way of living? Why do you think they're needed? Why do you think not many people are applying them?		minutes reflection

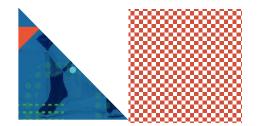
Lesson Plan: Read your labels - Fiber content and recycling

Age: 16-17

Number of students: 20-25

Phase: Fashion 4R Power





Description of Activity: In this engaging activity, students delve into the world of sustainable fashion by examining the labels on their clothing items. The objective is to understand the fiber content of their clothes, form groups based on predominant materials, and conduct research on the qualities and recyclability of these fibers.

Objectives of the activity: This interactive exercise aims to enhance students' awareness of the fiber content in their clothing and its implications for recycling. By examining clothing labels, students will form groups, research the qualities of different fibers, and investigate their recyclability.

Competences Developed: Green Competences; Critical Thinking

Space needs: classroom

Materials needed:

- Students' clothing items with labels
- Research materials (laptops, smartphones, or printed resources)

Overview of Lesson Plan

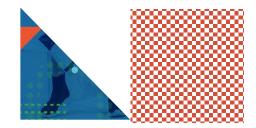
Read your labels - Fiber content and recycling	Duration
- Step 1 - Introduction	5 min
-Step 2 - Label Examination	10 min
-Step 3 - Group Formation	5 min
-Step 4 - Research and Discussion	15 min
-Step 5 - Group Presentation	10 min
-Step 6 - Reflection and Summary	5 min

Lesson Plan

Step 1 - Introduction

Description	Needed Material/Resources	Duration
Briefly discuss the importance of understanding the materials in our clothing and their impact on the environment.		5 min





Explain the exercise's objective: to analyze clothing labels, form groups based on fiber content, and research the qualities and recyclability of those fibers.		
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Step 2 - Label Examination

Description	Needed Material/Resources	Duration
Ask students to bring out their clothing items and examine the labels. Instruct them to identify and categorize the fiber content of each item (e.g., cotton, polyester, wool).	Students' clothing items with labels	10 min

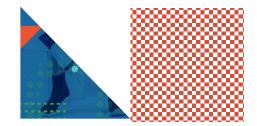
Step 3 - Group Formation

Description	Needed Material/Resources	Duration
Have students form small groups based on the dominant fiber content of their clothing. For instance, a group of students with predominantly cotton clothing, another with polyester, and so on.		5 min

Step 4 - Research and Discussion

Description	Needed Material/Resources	Duration
Assign each group a specific fiber type (e.g., cotton, polyester, wool) and provide research materials. Instruct groups to research and discuss the qualities of the assigned fiber (e.g.,		15 min





durability, comfort, environmental impact) and its recyclability. Encourage discussion on challenges and benefits related to recycling each type of	
fiber.	

Step 5 - Group Presentation

Description	Needed Material/Resources	Duration
Each group presents their findings to the class, highlighting the qualities and recyclability of the assigned fiber. Encourage questions and facilitate a brief discussion after each presentation.		10 min

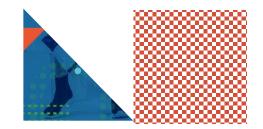
Step 6 - Reflection and Summary

Description	Needed Material/Resources	Duration
Conclude the exercise with a class discussion: Ask students about any surprising discoveries or commonalities among the fiber types. Discuss the importance of making informed choices about clothing materials for sustainable living. Emphasize the role of recycling in mitigating the environmental impact of the fashion industry.	Add reflection questions for teachers to ask - add concrete questions Link to teachers tool - resources in WP3	5 min

Assessment:

Evaluate student participation, the accuracy of their research, and the effectiveness of their presentations. Emphasize the application of the 4R philosophy (Reuse, Reduce, Recycle, Rethink) in the context of their findings. Encourage critical thinking about the environmental impact of different fibers





Lesson Plan: Happy closet

Age: 13-15

Number of students: 20-25

Phase: Fashion 4R Power

Description of Activity: The students understand climate issues related to the fashion industry, the meaning and importance of reusing and recycling, by using videos relating to the subject, discussions, questionnaires and interactive activities.

Objectives of the activity: To be active citizens, to consume less, to think green, to have critical thought, to understand the importance of reusing and recycling. **Competences Developed**: Green competences, active and critical thinking.

Space needs: computer lab, classroom

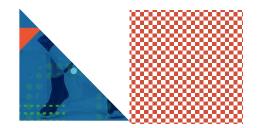
Overview of Lesson Plan

Happy closet	Duration
Step 1	25 min
Step 2	15 min
Step 3	25 min
Step 4	30 at home and 20 min at school
Step 5 Donation, Recycling, Reusing clothes	30 min
Step 6 Presenting my favorite piece of clothing	45 min
Step 7 Trading clothes bazaar	2 days

Lesson Plan

Step 1





Description	Needed Material/Resources	Duration
Students fill in a questionnaire. What do they do with their old clothes? Do they reuse them? In which way? Do they recycle them? Do they donate them? Do they keep them in their closets? What other options do they have? Are there in their neighborhood any recycle bins for clothes? Do they use them often? Students see the statistical data, from the results, and discuss them with their teachers.	computer lab questionnaire in Annex	10 min questionnaire 15 min reflection

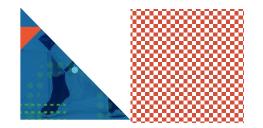
Step 2

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Description	Needed Material/Resources	Duration
In the class students	Computer lab,	15 min
are going to watch	a projector, a tablet or a laptop screen.	
two videos about		
recycling and reusing	https://youtube.com/watch?v=7i0QMnz4E	
clothes.	xY&si=lwndP8iQPn7TkfZL	
	https://youtube.com/watch?v=eDOAKQFS	
	LgA&si=JmlQlKrNpPeRDfQL	

Step 3

Description	Needed Material/Resources	Duration
Teachers discuss with		25 min
their students what the		
meaning of recycling		
and reusing is. Do they		
need to do it? What is		
the relationship		
between the fashion		
industry and the		
environment?		





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Step 4

Description	Needed Material/Resources	Duration
Students are told to find in their closets one or two pieces of clothing they want to reuse, one or two to donate and one or two to recycle. Students bring them to school	3 boxes to collect the pieces of clothing	20min at school
The garments are gathered in three different boxes		

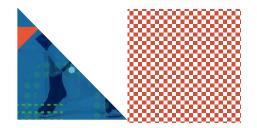
Step 5

Description	Needed Material/Resources	Duration
Teachers and students are divided into 2 groups. The first one goes to drop the clothes to the nearest recycling bins and the second one to the church to donate them. The rest of the clothing are kept in order to organize a workshop for reusing clothes		30 min

Step 6

Description	Needed	Duration
	Material/Resources	





The students are told to find in their closet their favorite garment and bring it to school. In the classroom the students present their favorite piece of clothing by telling their schoolmates what the story behind it is.	45 min
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Step 7

Description	Needed Material/Resources	Duration
Students organize at school a trading clothes bazaar with clothes they do not wear anymore. They trade them between them.		2 days

Lesson Plan: School second hand – creation of the idea phase

Age: 15-19

Number of students: 25-30

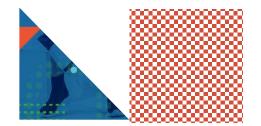
Phase: Fashion 4R Power

Description of Activity: Developing an idea for a school second hand clothing stand combined with a charity event

Objectives of the activity: To consolidate knowledge of the 4R philosophy, to learn how to plan a larger-scale venture, to strengthen teamwork skills, to think about and develop ways to reuse old, unfashionable or worn-out clothes and accessories

Competences Developed: Green competencea; creative thinking, social skills, entrepreneurial competencies, team work





Space needs: classroom with the flipchart, projector and screen for displaying presentations

School Subjects: entrepreneurial basics, educational hour, career counseling

Overview of Lesson Plan

School second hand – creation of the idea phase	Duration
Step 1: 4R philosophy	10 min.
Step 2: Good practices for creative reuse of used things	10 min.
Step 3: Prepare the school action	15 min
Step 4: Prepare a class project for the creation of a school second hand stand	45 min.
Step 5: Summary	10 min.

Lesson Plan

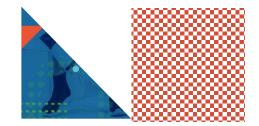
Step 1: 4R philosophy

Description	Needed Material/Resources	Duration
To remind the knowledge of the 4R philosophy The teacher asks the students what they remember from the messages introduced some time earlier about the 4R philosophy. Students report their thoughts and confront their knowledge with the information presented by the teacher.	 Presentation on the 4R philosophy – general Projector screen for displaying presentations 	10 min

Step 2: Good practices for creative reuse of used things

Description	Needed Material/Resources	Duration





The teacher divides students into groups of several people. Each group is tasked with finding, and then presenting to the class, good practices for reusing used things. The groups can be divided into: food waste, everyday goods, clothing and materials,	Internet	15 min.
goods, clothing and materials, packaging, etc.		

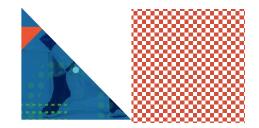
Step 3: Prepare the school action

Description	Needed Material/Resources	Duration
Propose to the students to prepare a school (or on a larger scale) action of giving old clothes a new life in combination with a charity action - the goal to be chosen by the students. The teacher proposes that students organize a school stall with used clothes and accessories transformed into something completely new and out of the ordinary. The proceeds from the sale could be donated to a charity of the students' choice: an animal shelter, preparing gifts for senior citizens or orphanage charges, etc. The class brainstorms the topic together.		15 min.

Step 4: Prepare a class project for the creation of a school second hand stand

Description	Needed Material/Resources	Duration
The teacher divides the class into four groups. Each is to develop an overview of one aspect of the planned project: 1. time, place and other organizational issues. 2. Dissemination of information about the planned event, getting people to cooperate, promotional materials.	- flipchart - markers	45 min.





3. The type of assortment to be sold - specific ideas.

4. How to get suppliers of the assortment from which things for sale will be created?

5. cost estimate of the event.

6. What's next? Can a one-time action have a permanent follow-up?

Each group works on its part of the project, writing out the main points on flipchart sheets, and then its leader presents the collected ideas to the class.

Step 5: Summary

Description	Needed Material/Resources	Duration
Summarize the prepared idea, briefly discuss the timing and principles of its implementation. Based on the students' presentation, the teacher makes a concise summary, plotting their complete idea in front of the students. He then discusses with them the first steps that can be taken to start the project. If one of the ideas for the continuation of the project is the creation of a school enterprise for the creative recycling of clothes and their sale, the teacher announces for some class the preparation of a business plan for such a business.		10 min.

Lesson Plan: EcoInspirations - success stories

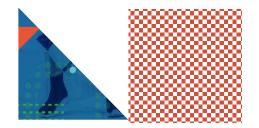
Age: 15-16

Number of students: 25-30

Phase: Fashion 4R Power

Description of Activity: Learning about the success stories of people who have put the 4R philosophy in their lives and creative workshops on the topic of reusing used clothes, accessories and other things





Objectives of the activity: to strengthen teamwork skills, to think about and develop ways to reuse old, unfashionable or worn-out clothes and accessories, learning about the success stories of people who based their business on the 4R philosophy, learning to identify the determinants of success and failure, creating their own products from old, unused things

Competences Developed: green competences and critical thinking, entrepreneurial competencies, team work, technical skills

Space needs: classroom with the flipchart, projector and screen for displaying presentations

School Subjects: entrepreneurial basics, educational hour, career counseling, technical classes

Overview of Lesson Plan

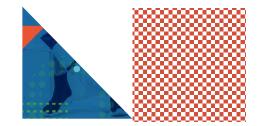
School second hand – creation of the idea phase	Duration
Step 1: Introduction	15 min.
Step 2: Identification	10 min.
Step 3: A conversation with a special guest	20 min
Step 4: Creative workshop with a special guest	40 min.
Step 5: Presentation	5 min.

Lesson Plan

Step 1 Introduction

Description	Needed Material/Resources	Duration
The teacher asks the young people if they know anyone (personally or, for example, from television) who is engaged in giving old, unnecessary things new life and utility. After a few moments of discussion, the teacher presents the stories he has prepared of figures who have achieved	Presentation on the recycling success stories Projector screen for displaying presentations	15 min





life and professional success thanks to betting on the 4r philosophy.		
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Step 2: Identification

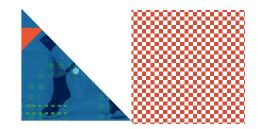
Description	Needed Material/Resources	Duration
Identify possible determinants of the success of the presented individuals/organizations. The teacher asks students a question about what they think made a person successful. Nowadays, a great number of individuals have engaged and continue to engage in pro-environmental activities, but not everyone is able to achieve much. Why do you think? Students create a mind map on this topic on a flipchart. The teacher directs them to divide the determinants of success into several categories, such as environmental, personality, etc.	- flipchart - markers	10 min.

Step 3: A conversation with a special guest

Description	Needed Material/Resources	Duration
A conversation with a special guest - a person who in his daily work deals with giving old and unnecessary things a new life. For the further part of the lesson, the teacher invites a special guest, who is the creator of a business based on creative recycling. The guest tells the students his story - including the factors that he believes have made him successful and his business recognizable on a wider scale.	examples of works made by the invited guest	20 min.

Step 4: Creative workshop





Description	Needed Material/Resources	Duration
Creative workshop with a special guest - for example shopping bags made from old T-shirts Under the supervision of the teacher and the guest speaker, the students try their hand at creating their own product based on the instructions received and using the materials collected. (It would be good if each student brought to the lesson unused clothes, materials, broken or unnecessary accessories indicated by the teacher - in general, something that can be used during the workshop).	the materials needed depend on what the invited guest does	40 min.

Step 5: Presentation

Description	Needed Material/Resources	Duration
Summarize the prepared idea, briefly discuss the timing and principles of its implementation. Students present the things they have prepared, share their thoughts on the work they have done. What was difficult for them, and what did they handle without problems?		5 min.

Lesson Plan: Crazy clothing-industry diorama map

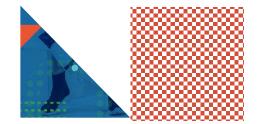
Age: 14-17

Number of students: 20-30

Phase: Fashion 4R Power_Reduce

Description of Activity: Linking the clothes we buy, wear and discard in relation to aspects of international trade, resources used, pollution, discarding, water consumption. Beginning by observing their own wardrobes, the students will carry out a research





activity regarding different aspects of clothing industry and create a giant diorama map picturing their results.

Objectives of the activity: To understand our wardrobes in relation to the global impact of fashion industry

Competences Developed: Active Citizenship Competences, Critical Thinking Competences: To be able to understand consequences of human over consumerism; To be able to understand climate issues related to fashion industry

Space needs: A large classroom with tables and chairs that can be joined to create a large surface. It is recommended to find a wall or surface where the giant diorama-map can be placed for other classes to see.

Materials needed:

- at home: mobile phones with camera and e-mail to take and send pictures
- in the classroom: blackboard or projector and computer with excel, 5-6 school computers with internet access (or else books, magazines, newspaper articles with relevant information on fashion industry).
- -large map of the world (recommended size 120x80 cms or 8 A3 pages).
- abundant graphic material: magazines, newspapers, photocopies.
- · coloured paper, cardboard,
- scissors.
- alue,
- coloured pencils
- markers,
- some pictures of dioramas to inspire the students

Recommendations for teachers/facilitators:

-the surface of the world map can be created by dividing it into 8 parts that can be enlarged to A3 prints and then joined together. Use a high quality download such as: https://gisgeography.com/high-resolution-world-map/

Web information regarding A) to F) research topics is widely available and should be checked by teachjers beforehand. Quality information can be obtained from:

https://www.fashionrevolution.org

https://www.europarl.europa.eu/news/en/headlines/society/20201208STO93327/the-

impact-of-textile-production-and-waste-on-the-environment-infographics

https://www.condenast.com/glossary/environmental-impacts-of-fashion

https://www.fairplanet.org/story/how-the-fashion-industry-pollutes-our-water/

https://www.selflessclothes.com/blog/sustainability-

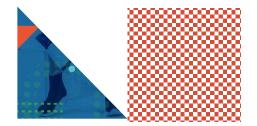
calculator/?material=RECYCLED_NYLON&percentage=100

https://goodonyou.eco/impact-fast-fashion-garment-workers/

Overview of Lesson Plan

Crazy clothing-industry diorama map	Duration
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Step 1: Preparation Sampling	(at home) 5 min
Step 2: Wardrobe analysis	20 min
Step 3: Research: Group work	90 min
Step 4: Diorama-map creation	60 min
Step 5: Sharing	20 min

Lesson Plan

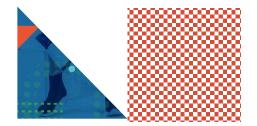
Step 1: Preparation Sampling

Description	Needed Material/Resources	Duration
The teacher introduces the subject: Fashion habits and our impact on the world. All students are requested a home task: to photograph the tags on 5 garments from their closets. They can send the pictures to the teacher via mail. The info sent should include: Type of garment (description) – Brand tag-Materials – Made in:		(at home) 5 minutes

Step 2: Wardrobe analysis

Description	Needed Material/Resources	Duration
The teacher will gather all the pictures. During class the info will be gathered in a spreadsheet (blackboard or excel file): Where were the clothes manufactured? (name countries) Which materials are they composed of? (fabrics) Which brands are represented?	Students should have access to a mobile phone with camera and e-mail. In the classroom: Blackboard or projector and computer with excel	20 minutes



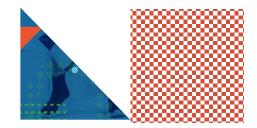


Do we know the price? How long have we had this garment?		
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Step 3: Research: Group work

Description	Needed Material/Resources	Duration
Group work: The class will be divided into 3 to 6 groups of 4-5 students. Each group will be responsible for researching one of the following aspects: A) Work conditions in the 3 countries that appeared most in the tags (research themes: justice, retribution, hours, where workshops are located, etnic aspects, labour conflicts, accidents, type of installations involved in the production) B) Materials: Research on the three materials most represented (how they are produced, how the raw materials involved are obtained, conditions of extraction if they are organic -cotton, hemp, cellulose- or chemical process description if synthetic.). Chemicals involved, dyes, hazardous/cancerous substances, etc. C) Transportation: Where do the garments/clothes come from, Where do the raw materials and finished clothes and packaging shipped around the world, Where are they sold? (see statistics on km travelled by garments sold in your country). Carbon print of transportation involved. Recommendation: choose three garments/brands D) Water use: research on chemicals involved in treatment, dyeing and production of 3 garments chosen, in	Computers with internet access (1/group) Or else: Books, magazines, newspaper articles with useful, relevant information on fashion industry.	45-60 minutes (Activity can be started during schooltime and continued as groupwork for after school)



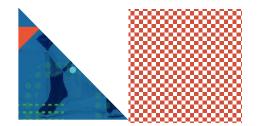


terms of effects on: water pollution, water consumption per garment, water contamination linked to maintenance (microplastics, dyes, etc) E) Discarding/waste: For three brands chosen, research on overproduction: Which percentage of clothes produced are sold? What happens with leftover production? Are there recycling processes? Where are leftovers shipped? What happens there? F) Economic aspects: How are earnings of the fashion industry distributed in the world? How much money stays in each country? Who are the owners of the 3 brands that where most present in the sample tags? How rich are they?

Step 4: Diorama-map creation

Description	Needed Material/Resources	Duration
Based on the information obtained, each group will create 2 or 3 3D elements (dioramas) to be placed on the giant map that portrait/represent: A) sweatshop, factory, living conditions of textile workers from global south. Essential information such as working shifts, salaries, ages of workers, etc can be written in tags. B) 3 chemicals /chemical processes. Essential information such as with chemical formulas, effects on humans and fauna can be written in tags. C) Container ships and containers of clothes, smoke/fuel. This group should also outline the routes of garments around the world to draw them on the map. Essential information such as origin and destination, km travelled, CO2 footprint a can be written in tags.	Large map of the world: Recommended size: 8 A3 pages. Abundant graphic material: magazines, newspapers, photocopies. coloured paper, cardboard, scissors, glue, coloured pencils markers,	60 minutes minimum





D) 3 Bodies of water affected by clothing industry: name, location, how water is affected (dead fish, tainted waters, poisonous aquifers can be created in 3D to represent these situations) E) 2-3 waste possibilities for clothes (e.g.: enormous mountain of clothes to be placed in the Atacama desert, bonfires burning clothes) F) Represent the participation in fashion industries profit (eg: a 3D cake diagram, or piles of dollars in the hands of Armancio Ortega, and a coin in the hands of a small child from Indonesia) Dioramas can be more detailed and complex or simple, but should involve creation and devoted time. Creative ways of expressing the information are encouraged.	Annex: Some pictures of dioramas to inspire the students	
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Step 5: Sharing

Description:	Needed Material/Resources	Duration
Once the groups have created their pieces they are invited to place and stick the dioramas and information tags on the map. Trade routes (group C) can be outlined on the map. Each group will explain their dioramas and what they learnt. This presentation can be repeated in front of other classes, so that younger students can better understand the map.		20 minutes

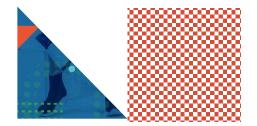
Lesson Plan: Repair workshop

Age: 16-17

Number of students: 20-25

Phase: Fashion 4R Power





Description of Activity: An introduction to repairing-techniques, learning from the japanese techniques and philosophy.

Objectives of the activity: Awareness about the necessity of repairing our cloth and to try it in a workshop.

Competences Developed: Green competences, critical thinking

Space needs: Classroom

School subjects: Handicraft subject, world cultures

Overview of Lesson Plan

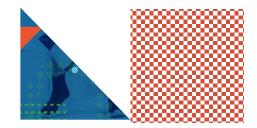
Repair workshop	Duration: 3 hours and 5 min
-Step 1: Share your story and common reflection.	30 min.
-Step 2: Introduction to kintsugi and photoshoot	5 min.
-Step 3: Introduction to mending technique Sashiko.	30 hour
Step 4: Repair workshop.	2 hours

Lesson Plan

Step 1: Share your story and common reflection

Description	Needed Material/Resources	Duration
The students need to bring a piece of cloth that is broken.	- Clothes brought by the students.	30 min.
They are divided into smaller groups to share their story about how it broke.		
End with a common reflection: Why don't we repair more clothes?		





Step 2: Introduction to kintsugi and photoshoot

Description	Needed Material/Resources	Duration
The teacher will Introduce the concept of Kintsugi: Kintsugi is an ancient Japanese technique for repairing porcelain with gold. Instead of hiding the repair, it is highlighted as something beautiful. Afterwards the students go on a photoshoot: Find repairs and close-up pictures of them. Every student prints their pictures and the pictures are hung up on a wall. Common reflection: What is the impression of this picture wall?	example of Kintsugi (watch video) Cameras printer	5 min

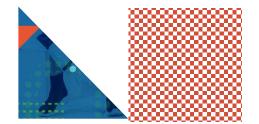
Step 3: Introduction to mending technique Sashiko

Description	Needed Material/Resources	Duration
The teacher will introduce repairing technique Patching with sashiko: 1. Iron the edges of the patch 2. Attach the patch on cloth with needles 3. Transfer the pattern to the patch 4. Choose your yarn, and sew the pattern.	 Pieces of tightly woven fabric Needles Pins Thin yarn in different colors Embroidery hoops sashiko patterns on paper Transfer paper 	30 min

Step 4: Repair Workshop

Description	Needed Material/Resources	Duration
Repair workshop:	Same materials as for the introduction	2 hours





The students will now work with the sashiko technique, either on pieces of fabric for testing or on the broken cloth they brought.

Broken clothes brought by the students.

Lesson Plan: Clothes Swap Event

Age: 16-17

Number of students: 20-25

Phase: Fashion 4R Power

Description of Activity: The notion of swapping is not a new concept. The word swap means there is no money involved in the process. Clothes swap events can be such as a proper and formal event or informally exchanging clothes among peers. Swap our clothes aims to find a new place for those items that many haven't worn for ages. It also helps to exchange pieces we not longer fit or are tired of. By giving clothing or other items a second life, everyone contributes to a better environment. Buying less means producing less and that saves on raw materials, energy consumption and emissions.

Objectives of the activity: The three overarching motives can be categorized as environmental, economic, and social. The concept is based on the principle of one person's trash being another's person's treasure. Instead of a linear system where clothes are produced, worn once (or not at all) then end up in landfill, clothing is recycled back to others who will reuse them. Hence, a circular economy.

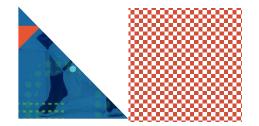
Competences Developed: Green Competences Active Citizenship Competences

Space needs: a conference/hall room in the school or nearby the venue

Overview of Lesson Plan

Swap til you drop	Duration
Step 1: Planning the event	2 hours
Step 2: Promotion and Invitations	2 hour
Step 3: Preparing for the Event	1 week





Step 4: The Event	5 hours
Step 5: Wrapping Up	2 hour

Lesson Plan

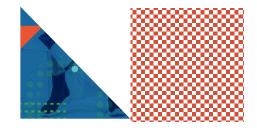
Step 1: Planning the event

Description	Needed Material/Resources	Duration
1.Schedule the event: date, time. Looking for the venue in case it would not be possible to use the school's hall/conference room. In case it would be possible, the students should look at the administrative process to use the hall/conference room 2.Determine the types of clothing and accessories to be included (e.g., adult clothing, children's clothing, shoes, accessories). Planning how to get them, from whom and where to keep them til the day of the event once they will be collected 3.Final discussion to decide the all process	Table, chairs and laptops (one per group ideally) to get inspired. In case it wouldn't be possible to have laptops, the students will use their cellphones. Internet connection	2hours

Step 2: Promotion and Invitations

Description	Needed Material/Resources	Duration
1.Create promotional material (Design flyers, posters, and social media posts with all event details (date, time, venue, rules) 2.Define the rules of the event, the guest list, decide how to invite people and the media strategy. Set a clear guideline, such as a ticket system where participants receive a ticket for each item they bring and can use it to "buy" another item. Follow the 5 items rule: 3 items in, 3 out!	Laptops/cell phones, internet connection to get inspiration on the tasks, sheets, pens, tables, chairs	2 hours





Step 3: Preparing for the event

Description	Needed Material/Resources	Duration
Collect and sort the clothes, divided them into categories and create the signs to address the event's room.	A "storage room" to collect, sort out and keep the clothes till the event	1 week

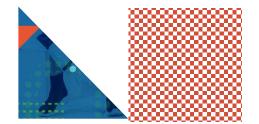
Step 4: The Event

Description	Needed Material/Resources	Duration
1.Bring the bags full of clothes into the event room 2.set up the rails 3. 3. Hung the clothes on the rails 4.Set up the fitting room area with the folding divider 5.Put the signs to address the room, set the check in desk 6.Once the event will kick off, Assist the guests and facilitate the event once the event will kick off	A few chairs, for who would like to sit at some point during the event Two mirrors A Room folding divider, to create a fitting room Rails for hanging the clothes, hangers	5hours

Step 5: Wrapping Up

Description	Needed Material/Resources	Duration
1.Collect the clothes that still could have been on the rails 2.Put the clothes back in the bags 3.Bring the bags in the space they have been kept	A few chairs, for who would like to sit at some point during the event Two mirrors A Room folding divider, to create a fitting room	2h

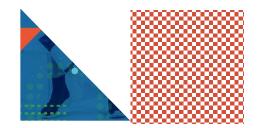


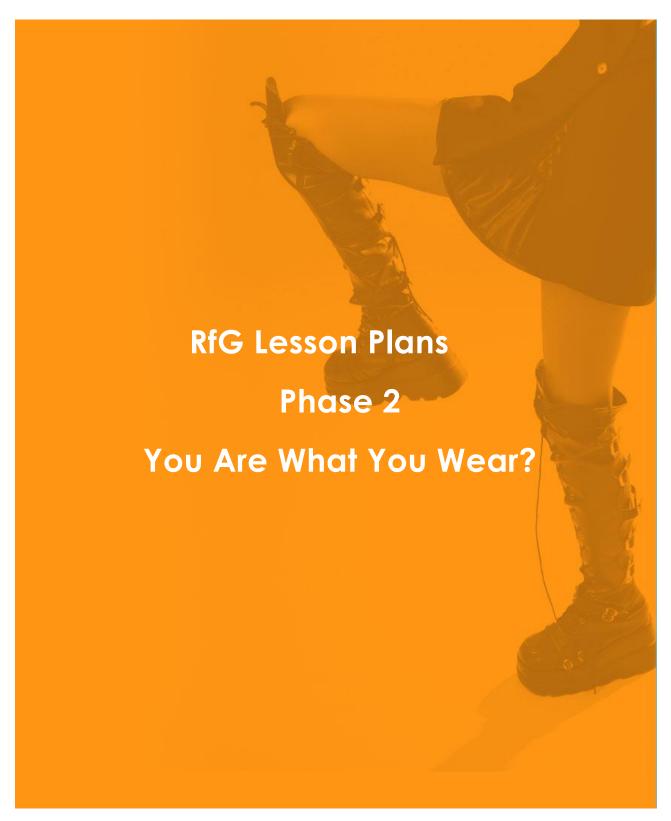


previously 4.Bring all the gathering tools into the space 5.Clean the room that top hosted the event 6.Share the remaining clothes among the students, and anyone who would be interested into getting free Tip: in case the clothes remaining clothes wouldn't be shared completely, the teacher with the students' help will find a charity interested in receiving them for free!

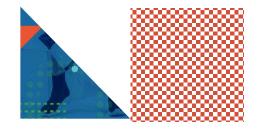
Rails for hanging the clothes, hangers











Lesson Plan: Forum theatre: Real life behind the photo

Age: 14-17

Number of students: 20-30

Phase: You Are What you Wear?

Description of Activity: Through role playing and critical interventions, students will reflect on fashion advertising. They work in groups, reproducing (creating a tableau vivant of) a fashion photograph or commercial. Then, they will invent a context where they include all the artificial and unnatural elements that it takes to create such images. The whole class will participate in this enacted reflection through forum theatre dynamics.

Objectives of the activity: To dynamize critical thinking among teenagers in relation to advertising, body and gender stereotypes and objectification. To use play, body and image to defy unhealthy fashion imperatives

Competences Developed: Critical thinking competences, empathy competences **Space needs**: A large room/exterior.

Materials needed: Bluetooth speaker, Pictures of fashion advertising campaigns/Instagram posts that: objectify women/men; feed body, race, gender stereotypes; show artificially "perfect" bodies; promote violence or discrimination (see attachments)

Recommendations for teachers/facilitators:

Forum Theatre is a participative methodology for exploring subject/social positions, attitudes, behaviours and collectively reflecting on alternatives. (see https://en.wikipedia.org/wiki/Forum_theatre , https://imaginaction.org/media/our-methods/theatre-of-the-oppressed-2)

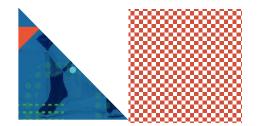
Satirizing through theatre can be used as a powerful tool to analyse the artificiality of the images we consume on a daily basis, and capitalist, discriminatory values that sustain advertisina.

It is for teachers and facilitators to understand that no child should be forced to act against his/her will. In our experience, anyway, most enjoy and participate in this dynamic.

Overview of Lesson Plan

Forum theatre: Real life behind the photo	Duration
Step 1: Warming-up	10´
Step 2: An image is worth a thousand	10´





Step 3: Group Lab	20´
Step 4: Tableau vivant	15 ′
Step 5: Forum theatre	35 ´

Lesson Plan

Step 1: Warming-up

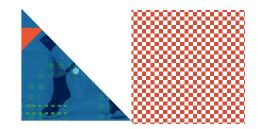
Description	Needed Material/Resources	Duration
All students stand in a circle. The facilitator will indicate that they should walk around but when the music stops they should stay still and behave according to the indications. Indications: walk really slow;with tiny steps; using as much space as possible; smiling to everyone you cross; shoulder to shoulder with a friend; in a hurry; as if the floor was burning; as if the ground was a feather pillow; on your four limbs(etc) StOP!!	A music player or a Bluetooth loudspeaker and mobile phone; selected music	10′
The teacher then introduces the subject: "We live in the golden times of advertising" and the methodology: forum theatre and critical play		

Step 2: An image is worth a thousand...

Description	Needed Material/Resources	Duration
The teacher divides the group into subgroups of about 8 students. It is highly recommended to mix shy students with more outgoing personalities. The advertising photographs are exposed on the floor and, one by one, each group will choose an image to work upon	Pictures/photographs (attached images or similar ones)	10′

Step 3: Group Lab



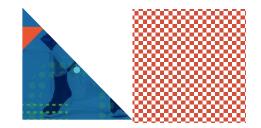


Description	Needed Material/Resources	Duration
Each group will describe their image in detail. Then they will reproduce the image (with the elements they have at hand). They will imagine how the photograph was conceived, produced, what happened while the pictures were shot (e.g.: the position of models, which people are working, and how, to "build"the image: preparation, in the set and in post production) Which elements in the image are not natural, visibly uncomfortable, or communicate prejudices, sexism, violence?		20′

Step 4: Tableau Vivant

Description	Needed Material/Resources	Duration
Now the group will create a tableau vivant based on the image: Some will act as the subjects jn the photograph, and the rest of the group will act as the "advertising crew: agency creative; photography director, electricians, producer, makeup crew, client, etc. The group will make up the scene that surrounds the photograph: all that happens around, after and before the image including: how to keep the models in position, how the models feel, how pictures are edited (blurring imperfections, stylising legs, forcing gestures), what clients demand and how they behave; the attitude of the director. (The scene can be funny and exaggerated) The group will perform the scene leading to the moment where the photo is taken, pause for some seconds and continue from there up to the end		15′





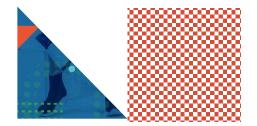
Step 5: Forum Theatre

Description	Needed Material/Resources	Duration
One at a time, each group will play their scene in front of the rest of the class, that will act as "spectactors": When the group shouts: "32ACTION!" the scene starts unrolling. At the point where the picture is shot, the facilitator will shout "STOP", and ask the audience to describe what they saw. If someone describes discomfort, mistreatment, artificiality, etc, the facilitator will ask "How can that be changed/improved?". If the person suggests some action that differs from the original scene, she/he is asked to come to the "stage" and replace one character or join the rest. Then, the scene is repeated with the presence of the new character. This process can be repeated many times, to explore alternative, less cruel/artificial/discriminatory ways of modifying the scene. An alternative, more sensible ad can be created as a result. The forum is facilitated for each group, so that all scenes are explored and altered. If a screen is available nearby, some of Celeste Barber's comic "ad-inspired" videos can be shared with the group. At the end we ask the group: What does this technique help us understand? Do you think you can apply this way of looking at images to your everyday life?		35′

Lesson Plan: Fashion addiction and fashion choices

Age: 16-17





Number of students: 20-25

Phase: You are What You Wear?

Description of Activity:

The lesson aims to focus on the psychological side of fashion. Acknowledging the mental patterns that guide teenagers to purchase their clothes will help them to manage their emotional intelligence linked to their fashion choices. The activity will showcase different psychological behaviors from the shopping addiction, also known as 'oniomania', i.e. pathological buying and compulsive online or in-person buying, to some "softer" way of acting. This activity will help the attendees to get a set of concrete tools and both investigate the logic behind the clothes they buy and understand the processes that move their fashion choices. The more individuals raise awareness at a young age the more they start to understand the reasons behind their shopping habits.

Objectives of the activity: The three overarching motives can be categorized as environmental, economic, and social. Acknowledging the psychological reasons behind the fashion purchases allow youngsters to not follow any fashion trends but deciding what to buy and wear consciously. The more they will develop a responsible approach to fashion the more they will address textile environmental impacts.

Competences Developed: Active Citizenship Competences

Space needs: a medium - big size room

Preparation: Pick the location, better if creative, that will give the perfect canvas for your event. Check whether the venue can help by providing a cozy and welcoming atmosphere. Set a date considering enough time for the attendees to enjoy the activity. Get everything together. Make sure there's a changing area, mirrors to let the attendees explore their body structure and ideas about that.

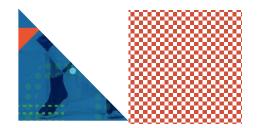
Overview of Lesson Plan:

Fashion addiction and fashion choices	Duration
Step 1: Something about Dopamine dressing	2h
Step 2: "Scan exercise"	2h
Step 3: The power of the pen	2h

Lesson Plan

Step 1: Something about Dopamine dressing





Description	Needed Material/Resource s	Duratio n
1.The attendees will learn about dopamine dressing and how to use it as a tool to raise awareness on their shopping habits Videos: 1.Dopamine dressing https://www.youtube.com/watch?v=jM0dG9Yei3 C 2.Decoding Consumer Behaviour & the Psychology of Fashion https://www.youtube.com/watch?v=3IVoUCkk69 k 2.Final discussion on the main issue raised	Computer, internet connection and projector	2h

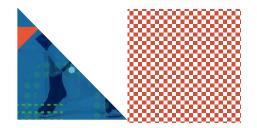
Step 2: Scan Exercise

Description	Needed Material/Resources	Duration
Group session: the attendees will go for the "Scan Exercise". They will pay attention to the different parts of their body in sequence: head, torso, arms, hip area, legs, feet The attendees will be invited to focus on the areas themselves without judging them! 2. Plenary: final discussion on the results	Mirrors	2h

Step 3: The Power of the Pen

Description	Needed	Duration
	Material/Resources	





In groups: 1.The attendees write down their most common body's statements 2.They try to rephrase on paper the way they have been describing their "body statements" so far. This exercise can mitigate the idea they have had about their body 3.Final discussion in plenary	Post its, pens, flipcharts	2h
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Lesson Plan: What are you wearing?

Age: 15-17

Number of students: 20-25

Phase: You are what you wear

Description of Activity: Every day we make a choice - what to wear? What does this decision really involve and who influences it? Clothing is an element of individual expression, a way of expressing emotions, we wear it every day and it is therefore an important part of our culture. The scenario is an invitation to reflect on fashion, clothing and dress, and gives us a chance to confront the different, sometimes critical opinions of others about our clothes.

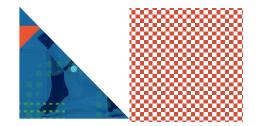
Objectives of the activity: THE OBJECTIVE IS to reflect on the importance different people attach to clothing and what determines our clothing choices.

Competences Developed: critical thinking **Space needs**: Classroom with space to move.

Overview of Lesson Plan:

What are you wearing?	Duration
Step 1: Me in my clothes	20 minutes
Step 2: What do others say?	15 minutes
Step 3: "Instruction"	50 minutes





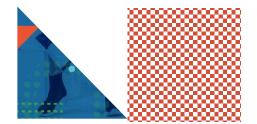
Step 4: Summary	15 minutes
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Lesson Plan

Step 1: Me in my clothes....

Description	Needed Material/Resources	Duration
The teacher asks the students to get into pairs and stand in them facing each other. He/she tells them what the task is: one person of the pair describes in detail the clothing of the other. The idea is to give a neutral description: without judgements or interpretations, referring only to facts. The description can start with the words: you are dressed/ wearing/you are wearing One person listens, the other describes. The teacher gives a signal to change roles in the pair after one minute. Each person has to think about what they are wearing today. What items of clothing are included in today's outfit? Let each person choose one part of their outfit and recall its history. You can give students guiding questions: How did you come to have this item? Did someone buy it for you?, under what circumstances? Is there a story attached to it? What story? After a moment of thinking, invite pupils to form small groups of three. Let each person tell a short story about the chosen part of their outfit today. (3) After talking in groups of three, we invite everyone to take a short, leisurely walk around the room. All people walk at a relaxed, even pace, looking at each other. What are your classmates wearing? What am I wearing? Let this be the subject of a short observation. The teacher then asks each person to answer the following three questions in their		20 minutes





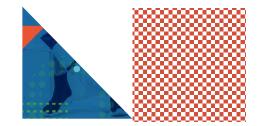
Step 2: What do others say?

Description	Needed Material/Resources	Duration
1. Now it's time for a short individual piece of work. Let everyone take a piece of paper and something to write on. The teacher asks each person to write down all the comments about his/her clothes that he/she has heard from closer and further people: parents (and other family members), siblings, friends, acquaintances, neighbours, teachers The more comments, the better. Give students a moment to take notes. 2. Then divide the class into groups of four or five. The teacher asks everyone in the teams to exchange their written comments. Let them talk about how they feel in situations where someone comments on their clothes: When is it pleasant? When is it difficult?	A4 sheets - one for each person, pens	15 minutes

Step 3: Instruction

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Description	Needed	Duration
	Material/Resources	





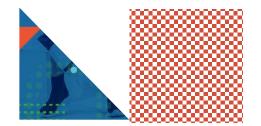
- 1. The teacher asks the students to stay in the same teams in which they talked about the dress comments and to look at the notes again, paying attention to how different groups of people comment on dress. What are the characteristics of the statements made by peers / fathers / mothers / grandparents / teachers and other groups that appeared in their statements? What do these people think participants should look like? Why do these people have these expectations?
- 2. The teacher asks the students to try to write down these comments in the form of a dress code that they would hear from certain people. It may be helpful to ask: What recommendations, hints, advice, injunctions would you hear if you were to be dressed by your mother / grandmother / sister / teacher, if you were to be dressed by your father / brother / friend / colleague / teacher? Each student chooses one person's perspective: e.g. me dressed by my grandmother, me dressed by the headmistress of the school, etc. It is important to emphasise that when preparing the instructions, students should pay attention to the language used by the person - what might her instructions related to appearance sound
- 3. The teacher asks the pupils to create a theatre scene based on the written instructions to include the collected perspectives on their appearance. In building the scene, have them consider how to portray the differences that appear in the comments, and how to portray the similarities, and how to convey the emotions surrounding the comments.

like? How would she communicate them?

Have students think about staging of the scene: how many people will appear in the scene? How will the instructions be delivered? How will the character(s) of the commentator be constructed? Will the character of the person to whom the instructions relate appear in the scene? How to show the relationship between

50 minutes





them and the impact of the comments? The scene should last max. 3 minutes 4) Present the prepared activities to each other. 5) Everyone sits in a circle and talks about the activities presented. Start by asking about first impressions, reflections after watching the scenes. Then we propose a topic for discussion: what is the importance of dress for parents, teachers, peers? How does their approach differ? What do	
peers? How does their approach differ? What do they pay attention to?	

Step 4: Summary

Description	Needed Material/Resources	Duration
At the end, the teacher again invites everyone to reflect individually. -Is our appearance influenced by the opinions and comments of others? In which way? -What role does clothing play in social life? Pupils are given a few minutes to reflect and write some key thoughts on cards. Finally, the group splits into pairs and each student exchanges reflections with a colleague.		15 minutes

Lesson Plan: Dream clothing

Age: 16-17

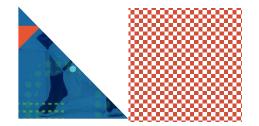
Number of students: 20-25

Phase: You are What you Wear?

Description of Activity: Through a dream trip and a drawing session with a group of children, the students are asked to recall the first piece of cloth they really adored. Based on that piece of 'dream clothing' they are asked to make a new design that suits them today.

Objectives of the activity: Through this activity the students will connect to an immediate joy of expressing themselves through clothing, which is often present in the young child.





Hopefully a bit of this feeling can be integrated in their present self and encourage a freer expression through clothing.

Competences Developed: Active Citizenship Competences + Creative thinking

Space needs: Classroom

Overview of Lesson Plan:

Description	Duration
Step 1: Dream trip	30 minutes
Step 2: Visualizing the 'dream clothing'	1,5 hour
Step 3: Drawing session with group of children.	30 minutes
Step 4: Design session	2 hours

Lesson Plan

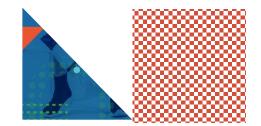
Step 1: Dream trip

Description	Needed	Duration
	Material/Resources	
The teacher will begin the lesson by	dream trip:	30 min.
facilitating	https://docs.google.co	
a dream trip for the students:	m/document/d/11xU_T	
Every student has to lay down	8VRqYqGp99tEl26JPVjz	
comfortably in a room that is not too	XLTOyQ8ZgPKoz82JHg/	
cold.	edit?usp=share_link	
Relaxing music will start the dream		
trip, and the students are invited to	Yoga mats or	
relax in every part of their body.	something similar	
When the time is ready, the dream	Relaxing music and	
trip can begin. See resource.	speakers.	
	'	

Step 2: Visualizing the 'dream clothing'

Description	Needed Material/Resources	Duration
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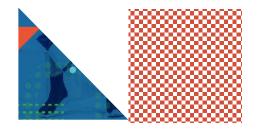
When the students are ready after the	Paper	1,5
dream trip, they are invited to visualize	Drawing tools	hours
the first piece of cloth they adored,	Collage: magazines,	
their 'Dream clothing', using either	scissors, glue	
drawing, collage or Adobe firefly (AI).	Adobe firefly:	
Also, they will have to write down the	Computer, access to	
answers to the questions asked the	program	
following questions:		
What about this piece of cloth did		
you like?		
 At what occasion were you wearing it? 		
How did it make you feel?		
The teacher will encourage the		
students to do this in silence.		
After 45 minutes, the students will be		
divided into smaller groups, where they		
can share their 'dream clothing' with		
each other.		

Step 3: Drawing session with group of children

Description	Needed Material/Resources	Duration
The teacher will arrange a meeting with a group of children from a nearby kindergarten. Divided into smaller groups the students will facilitate a drawing session: The children are invited to draw their favorite cloth. The students will be drawing at the same time and meanwhile have an open dialogue with the children based on the questions they were asked themselves: • What about this piece of cloth do you like so much? • At what occasions are you wearing it? • How does it make you feel?	Group of children Paper Drawing tools	30 minutes

Step 4: Design session





Description	Needed Material/Resources	Duration
In the last phase of the lesson, the students are asked to make a design that has a clear reference to their 'dream clothing', but at the same time take into account what they like to wear today. They will begin by making a moodboard, finding inspirational pictures. In the same way as in the earlier phase, they can use either drawing, collage or Adobe firefly to visualize their final design.	Paper Drawing tools Collage: Magazines, scissors, glue. Adobe firefly: Computer, access to program. Computers and printer	2 hours

Lesson Plan: Decoding Fashion Realities

Age: 16-17

Number of students: 20-25

Phase: You are What You Wear?

Description of Activity: In this engaging and interactive lesson, teenagers delve into the captivating world of online fashion trends to unravel the impact on self-image and the environment. Through a series of hands-on activities, students will explore the often-perceived glamour of trends versus the realities that lie beneath the surface.

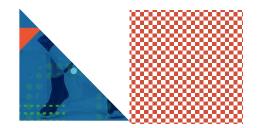
Objectives of the activity: The lesson aims to deepen students' understanding of online fashion trends, fostering critical thinking and research skills. Through analyzing psychological impacts, debunking myths, and exploring ethical dilemmas, students will gain insights into both individual and societal aspects. Collaborative discussions will encourage proposing solutions, cultivating a shared sense of responsibility. The goal is to empower students to make informed and conscious decisions in navigating the evolving landscape of online fashion trends.

Competences Developed: Green Competences, Critical Thinking Competences;

Space needs: classroom

Overview of Lesson Plan





Decoding Fashion Realities	Duration
Analyzing Self-Image Impact: "Perception vs Reality"	35 min
- Step 1 - Introduction	5 min
-Step 2 - Perception vs Reality Exercise	20 min
-Step 3 - Reflection	10 min
Identifying False Promises: "MythBusters"	35 min
- Step 1 - Introduction	5 min
-Step 2 - Identifying False Promises	15 min
-Step 3 - Debunking False Promises	15 min
Group Activity: "Fashion Dilemmas"	35 min
- Step 1 - Introduction	5 min
- Step 2 - Dilemma Exploration	15 min
- Step 3 - Group Presentation and Discussion	15 min

Lesson Plan

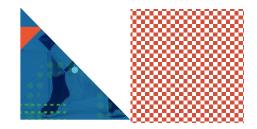
Analyzing Self-Image Impact: "Perception vs Reality"

Step 1 - Introduction

Description	Needed Material/Resources	Duration
Present a brief overview of the psychological impact of online fashion trends on self-image. Share relevant articles or videos that delve into the topic.		5 min

Step 2 - Perception vs Reality Exercise





Description	Needed Material/Resources	Duration
Have students create two columns on a sheet of paper: "Perception" and "Reality." Students list the perceived benefits or positive aspects of following a specific trend, and then discuss the potential realities or drawbacks.	Topics for discussion: See below	20 min

Step 3 - Reflection

Description	Needed Material/Resources	Duration
Share and discuss the paired reflections, encouraging critical thinking.		10 min

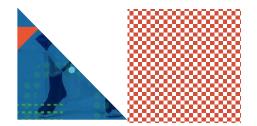
Identifying False Promises: "MythBusters"

Step 1 - Introduction

Description	Needed Material/Resources	Duration
Discuss the concept of false promises in the context of online fashion trends. Share examples of misleading claims associated with certain trends.		5 min

Step 2 - Identifying False Promises





Description	Needed Material/Resources	Duration
Provide students with sticky notes. Ask them to write down one common myth or false promise associated with online fashion trends they have experiences themselves as fake.	sticky notes	15 min

Step 3 - Debunking false promises

Description	Needed Material/Resources	Duration
Collect the sticky notes and create a collaborative "MythBusters" display on the whiteboard, debunking each myth as a class. Encourage the class to engage in discussions, ask questions, and critically evaluate the information presented.		15 min

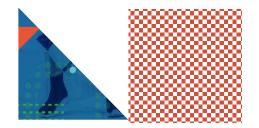
Group Activity: "Fashion Dilemmas"

Step 1 - Introduction

Description	Needed Material/Resources	Duration
Introduce the ethical dilemmas associated with online fashion trends, emphasizing the importance of considering broader consequences.		5 min

Step 2 - Dilemma Exploration





Description	Needed Material/Resources	Duration
Divide the class into small groups and provide each group with a specific ethical dilemma related to fashion trends. Examples: "Environmental impact of 'throwaway' trends" or "Labor exploitation in fast fashion." Groups research the dilemma, discussing the ethical considerations and potential solutions. Utilize online resources, articles, and case studies for deeper exploration.		15 min

Step 3 - Group Presentation and Discussion

Description	Needed Material/Resources	Duration
Each group presents their chosen dilemma, outlining the ethical concerns and proposing possible solutions. Encourage open discussion and debate among groups, fostering critical thinking and empathy. Conclude with a class-wide reflection on the ethical responsibilities of consumers in the fashion industry.		15 min

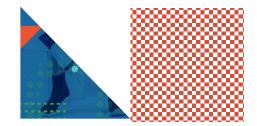
Lesson Plan: Challenging Fashion Stereotypes: Don't Judge a Book by Its Cover

Age: 15-17

Number of students: 20-25

Phase: UR What U Wear?





Description of Activity: This lesson plan explores fashion stereotypes, how they are depicted in magazines and pictures, making a comment on their impact on individual expression. Students will make their own class survey that reveals and challenges these stereotypes, engage in discussion, and reflect on personal experiences.

Objectives of the activity: The learning Objectives of this activity are to:

- 1. Recognize the impact of fashion stereotypes and the potential harm caused by judging others based on appearance.
- 2. Develop critical thinking skills to challenge and question stereotypes.
- 3. Apply mathematical concepts to analyze and interpret data related to fashion stereotypes.

Competences Developed: Empathy Competences, Critical thinking competences

Space needs: no special needs

Material needed: Chart paper or whiteboard and markers or chalk; Fashion magazines or printouts of fashion images; Index cards or small pieces of paper; Measuring tapes or rulers; access to the internet and computers or tablets

School subjects: Maths

Overview of Lesson Plan:

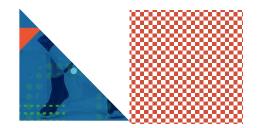
Challenging Fashion Stereotypes: Don't Judge a Book by Its Cover	Duration
-Step 1: Introduction	20 minutes
-Step 2: Debunking Stereotypes	25 minutes
-Step 3: Measuring Stereotypes	25 minutes
-Step 4: Data Analysis - Fashion Preferences Survey	45 minutes
-Step 5: Conclusion and Reflection	15 minutes

Lesson Plan

Step 1: Introduction

Description	Needed Material/Resources	Duration
Begin by engaging students in a discussion about fashion and personal style. Ask them:		20 minutes



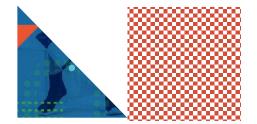


How do you think fashion choices can influence people's opinions about others? Write down their responses on chart paper or the whiteboard		
Explain that today's lesson will focus on challenging fashion stereotypes and not judging anyone based on their appearance.	No material needed. Tip for teacher for ideas and to support the discussion: Why Clothes Matter?	10 minutes
Connect this objective to the broader concept of fairness, empathy, and open-mindedness, emphasizing the negative impact stereotypes can have on individuals and society as a whole.		

Step 2: Debunking Stereotypes

Description	Needed Material/Resources	Duration
Divide the class into small groups and provide each group with fashion magazines or printouts of fashion images. Ask each group to select three fashion images that challenge existing stereotypes (e.g., men wearing skirts, individuals of various body types, ethnic diversity). Instruct the groups to analyze the chosen images and identify the stereotypes they aim to challenge. Encourage students to think critically, discuss their findings within their groups, and present their selected images to the class.	Fashion magazines or printouts of fashion images See <u>Annex</u>	20 minutes
As a class, discuss the shared images, the stereotypes they challenge, and		5 minutes





impact of breaking mese stereotypes.	encourage them to think of the potential impact of breaking these stereotypes.		
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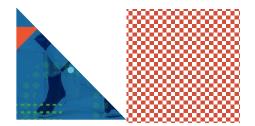
Step 3 Measuring Stereotypes

Description	Needed Material/Resources	Duration
Distribute index cards or small pieces of paper to each student and ask them to write down one stereotype or assumption they have heard related to fashion or appearance. Collect the cards, shuffle them, and redistribute them randomly among the students, ensuring that no one receives their own card.	Index cards or small pieces of paper	10 minutes
Instruct students to find a partner and measure the physical attributes mentioned on their assigned card (e.g., height, shoe size, waist circumference). After measuring, ask each pair to compare their measurements and discuss the implications of these stereotypes. Facilitate a class discussion, emphasizing the importance of questioning assumptions and promoting acceptance.	Measuring tapes or rulers	15 minutes

Step 4: Data Analysis - Fashion Preferences Survey

Description	Needed Material/Resources	Duration
You have prepared a Google form or other survey tool for students to complete with questions related to clothing styles, colors, personal fashion icons, and favorite brands. Provide students with access to	Sample questions in <u>Annex</u> (customize as needed and remember to encourage honesty and creativity in responses. The open-ended questions allow for more detailed and personal insights from the participants.)	15 minutes



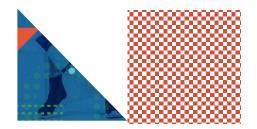


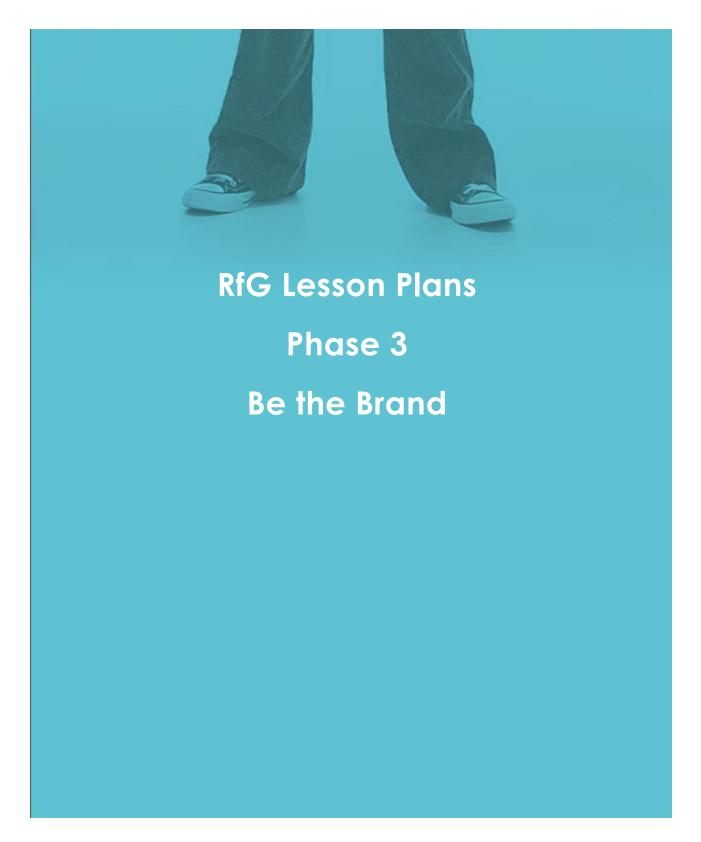
computers or tablets and allow them to complete the survey individually		
Once the survey is complete, guide the students in teams to analyze the collected data by creating graphs and charts to represent the results.	Computers/ tablets or papers to draw the results	20 minutes
Lead a discussion based on the data analysis, encouraging students to reflect on the diversity of fashion preferences within the class and challenging any preconceived notions about fashion stereotypes.		10 minutes

Step 5: Conclusion and Reflection

Description	Needed Material/Resources	Duration
Summarize the key points discussed throughout the lesson, highlighting the importance of challenging fashion stereotypes and not judging others based on their appearance.	No material needed	15 minutes
Leave some time for students to reflect on the lesson's objectives, focusing on their ability to recognize stereotypes and express a willingness to challenge them.		











Lesson Plan: Upcycling challenge

Age: 16-17

Number of students: 20-25

Phase: Be the brand

Description of Activity: The students will research the concept of 'upcycling' and try to make an upcycling piece themselves.

Objectives of the activity: The activity will make the students focus on textile waste and give them an experience of how they can create value out of it, using their creativity. **Competences Developed**: Active Citizenship Competences, Critical thinking, Green

Competences, Creative thinking Space needs: large classroom Material needed: See resources

School subjects: social studies, craft subjects.

Preparation for the teachers: Before starting with the activity, the teachers need to make sure of the following:

- The teacher has to find worn-out clothes or surplus textiles, either from a company or a secondhand shop. It could be: Shirts, jeans, work clothes etc.
- The teacher also has to find out where the pieces should be presented: On the school, a local festival, a local library or...?

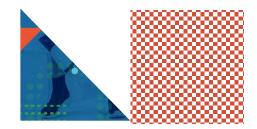
Overview of Lesson Plan

Upcycling challenge	Duration
Step 1: Presentation of the concept "upcycling"	15 min.
Step 2: Research phase	1 hour
Step 3: Upcycling challenge - moodboard	2 hours
Step 4: Upcycling challenge - The making	2 hours or more
Step 5: Exhibition and / or Fashion show	2 hours or more

Lesson Plan

Step 1: Presentation of the concept "upcycling"





Description	Needed Material/Resources	Duration
The lesson will start with a presentation and a common talk about the concept of 'upcycling'.	Upcycling definition Projector	15 min

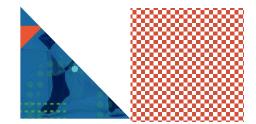
Step 2: Research phase

Description	Needed Material/Resources	Duration
Research phase: The students will be invited to research on designers or brands that work with upcycling. Afterwards they will present it in plenum or smaller groups. All the pictures of the upcycling pieces made by the designers are hung up on a wall to inspire during the design process.	Computers, Projector	1 hour

Step 3: Upcycling challenge - moodboard

Description	Needed Material/Resources	Duration
Upcycling challenge - moodboard: In smaller groups the students will begin their design process: 1. They have to decide what textiles they want to use from the textiles presented by the teacher. 2. They have to find inspirational pictures. 3. They have to make a sketch of the design. 4. The teacher will approve the design based on difficulty and time available.	Worn-out textiles, cardboard for moodboard, computers, printer paper, pencils, coloring.	2 hours





Step 4: Upcycling challenge - The making

Description	Needed Material/Resources	Duration
Upcycling challenge - The making The students will work on their upcycling pieces guided by the teacher.	Worn-out textiles, moodboards, Sewing machines, Sewing thread, Pins, measuring tape, Embroidery needles and yarn, Fabric scissors	2 hours or more

Step 5: Exhibition and/or Fashion Show

Description	Needed Material/Resources	Duration
The Upcycling pieces will be displayed in an exhibition at the school or another suitable place (festival, library or?), along with the moodboards. Extra possibility: If there is time and interest, the participants can wear the pieces and present them in a fashion show style. The setting can be decorated as such and guests be invited (peers, or other teachers and their students)	Upcycling pieces Hangers, models or gines Moodboards	2 hours or more

Lesson Plan: Act locally: 4R fashion parade

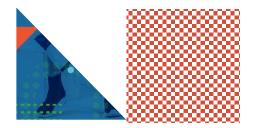
Age: 14-17

Number of students: 20-60

Phase: Be the Brand

Description of Activity: Organizing a thematic fashion parade inspired in local folk/festivities and involving local agents: A specific will be used as inspiration for





designing a collection aimed at diverse potential consumers/audiences. Students work in groups. The materials will be gathered from local second hand shops or through a clothing drive organised with community centres and the event will be organised in coordination with local agents, and included within organised activities for local festivities/holidays.

Objectives of the activity: To link environmental activism with the local environment. To integrate communities and schools in innovative cooperation. To foster student creativity in the design and implementation of changemaking projects. To celebrate diversity and expression

Competences Developed: Active citizenship, Empathy Competences, positive leadership/group work

Space needs: A large room/exterior.

Materials needed:

- Sewing machines, cloth scissors; needles and pins, thimbles, coloured strings for sewing and embroidery thread; leftover cloth/rags; fabric glue; recycled ribbons, brocade, etc
- Textile paint and brushes
- Pictures of the chosen theme for inspiration
- Paper, coloured pencils or watercolours
- Sound equipment, microphone, etc for the event
- Printers and computers for creating invitations, etc.

!¡ If students are to visit shops, warehouses, community centers, etc., authorisations should be sent in advance to parents

Recommendations for teachers/facilitators:

A first step is to determine the theme of the event, that should be locally relevant (e.g.: Earth day orlocal Saint Jordi day in Barcelona) and choose visual elements that are related to it (eg: dragons, roses, books, knights in Sant Jordi).

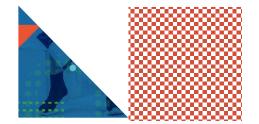
This should be planned ahead. Previous research and getting in contact with local organisations/community centres is recommended. Also make sure that the school direction is on board with the project (opening to the community, participating in local events).

If teachers from different areas (eg: literature, arts, music, mentorship) are invited to work on the idea together, the project will provide great results and foster cooperation within the team.

Overview of Lesson Plan

Act locally: 4R fashion parade	Duration
Step 1: Imagery and inspiration	30′
Step 2: Design, ideas	40´





Step 3: Second-hand clothes hunt/drive	Up to 2 weeks
Step 4: Bringing our designs to life!	8 h
Step 5: Designing our parade	6 h
Step 6: Go public!	2 days

Lesson Plan

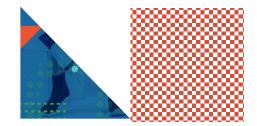
Step 1: Imagery and inspiration

Description	Needed Material/Resources	Duration
The group is divided into subgroups of 4-5 students and they sit at separate tables. Each group will be asked to design 2 outfits: 1 for teens/young people and 1 for other public. Here we should introduce some recommendations so that the garments are inclusive ("Try to think of unisex/non-binary designs", "Maybe some garments can be designed for someone with big bodies" "What could be worn by someone who uses a wheelchair?", etc) It is highly recommended to mix shy students with more outgoing personalities. The images and photographs linked to the previously chosen subject are exposed on the floor and, one by one, each group will choose some images to work upon	Pictures/photographs (attached images or similar ones)	30′

Step 2: Design, ideas

Description	Needed Material/Resources	Duration
	Surfaces for sketching	40´





The groups will brainstorm on ideas and some basic designs will be sketched, including notes on hairstyles, recycled jewellery, colours, makeup	Pencils, coloured pencils, watercolours (alternatively, old magazines, and recycled paper can be used for students to create	
	used for students to create collage sketches	

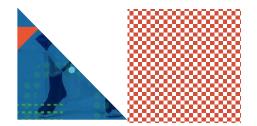
Step 3: Second-hand clothes hunt/drive

Description	Needed Material/Resources	Duration
Depending on the availability of local second hand "collaborators" (e.g.: in Barcelona, some NGOs collect clothes, and public recycling facilities can also be contacted to recover clothes), the class can go for a "clothes hunt" to get the basic garments that can be adapted for their designs. In schools where this is not possible, the class can organise a 3-day drive where families donate their clothes. Boxes for donations can also be left at community centers during these days. Once the donations/hunt is over (clothes should be clean) all clothes will be gathered and carefully stored at school.	Bags for carrying clothes. Boxes for gathering donations	2 days- 2 weeks

Step 4: Bringing our designs to life!

Description	Needed Material/Resources	Duration
This is the crafty part of the activity. Some important aspects are: -organising the space so that all groups can work comfortably (maybe the meeting hall or		8 h



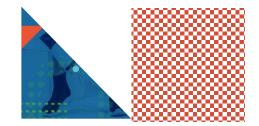


gymnasium can be used) on tables: cutting, sewing, sticking. -Secure abundant material for all -Families or community members with sewing experience can be invited to help students Students will get together with their group and work on creating all the pieces included in their designs. It is very important to point out that most designs will mutate from the original idea to the final design, as we are creating out of recycled materials. Once the models are finished and tried out, they can be hung and stored. Students will also design makeup and hairstyle for each design. Each group will write down a text describing: -the profile of the person whom the garment was designed for. This will determine who will model it during the event (eg: a grandmother, a teenager). -the name and inspiration for the design (eg: "this is an urban version of a knight: a brave woman whose shield is a giant rose. The grey leggings and oversize black hoodie and gaiters evoque mediaeval soldiers but the flower and the soft fabrics point towards kinder weapons ") -the materials used for the design (e.g.: "a tracksuit donated by the second class, boots loaned by Miss Mars...")

Step 5: Designing our parade

Description	Needed Material/Resources	Duration
(Teachers will have previously organised collaboration with school authorities as well as community venues/organisers to determine the framework for the parade/catwalk). It can be		6+ h





organised on a street during a celebration, at the local youth centre, at school before the holidays, etc., but it is important to try to invite neighbours, families, local agents)

A brainstorming session is carried out with the whole group to decide on: slogan, elements to be included (eg: a colour, a character)
Teams will be created according to the tasks to be carried out:

- production,
- stylism,
- communications,
- venue preparation,
- public relations and contact with (school and external) collaborating agents,
- music and sound, etc.
- Hosts and entertainment

Different teachers can help coordinate each team.

Teachers and pupils from other classes can be invited to help (e.g.: Older students take create poster and invitations, younger student receive visitors, etc)

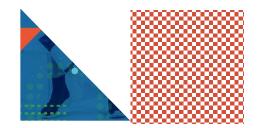
All aspects have to be carefully coordinated and revised by the whole group, to ensure a swift functioning before the event.

It is very important to take care of relationships during this stage, as it can be hectic and conflicts can erupt: prioritise people before results!!!

Step 6: Go Public!

Description	Needed Material/Resources	Duration
The day has arrived!! Each student will be dedicated to their allotted tasks. Teachers should be available to support students!!!.		2 days + event





Families and communities arrive and are received by students.	
The RFG show begins!!	

Lesson Plan: Upcycling challenge

Age: 13-15

Number of students: 20-25

Phase: Be the brand

Description of Activity: The students will research the concept of 'upcycling' and try to make an upcycling piece themselves.

Objectives of the activity:

- 1. For students to understand the importance of recycling clothes to protect the environment.
- 2. To develop skills in creating and promoting fashion products from recycled materials.
- 3. To cultivate entrepreneurial thinking and creativity.
- 4. To incorporate sustainable practices into their daily lives, to help protect the environment and reduce their footprint on the planet, without having to buy only designer clothes.
- 5. Realize the power of fashion as self-expression and enhance understanding of the relationship between personality and fashion choices.

Competences Developed: Active Citizenship Competences + creative thinking + critical thinking +Green Competences

Space needs: large classroom

Material needed: Recycled clothes and fabrics • Scissors, needles, thread, buttons, etc. • Computers/tablets with internet access • Cardboard, markers, glues • Presentation media (PowerPoint)

School subjects: social studies, craft subjects.

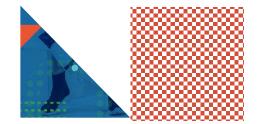
Preparation for the teachers:

Before starting with the activity, we do an introduction to our subject (15-20 minutes)

Discussion: Introduction to the topic of clothing recycling and the environmental impact of the fashion industry. We can present statistics on fabric waste and the importance of sustainable fashion and talk about ways that help us incorporate more sustainable practices into our everyday lives, such as:

- 1. Recycling and Reusing Clothes
- 2. Purchases from Second-Hand Stores





- 3. Reconstruction of Clothes: changing their design and repairing them
- 4. Information and Awareness of the environmental impact of the fashion industry
- 5. Supporting Sustainable Small Businesses in Fashion Industry and not well-known fashion shops or branches.
- 6. Conscious Consumption by buying quality clothes that have a longer lifespan and reducing purchases
- 7. Participation in Environmental Actions like volunteering: We can participate in actions and campaigns for recycling and promoting sustainable fashion.
- 8 saving energy and using other practices to reduce the environmental footprint.
- 9. Sustainable Consumption Habits such as comparing their purchases from designer stores to purchases from stores that sell recycled or reused clothing.

Overview of Lesson Plan:

Upcycling Challenge	Duration
Step 1: True-False Questions and Multiple choice	20 min.
Step 2: Self-portrait with Clothes	1 hour
Step 3: Branding-design a logo or an advertisement	1,5 hour
Step 4: Conclusions and discussion	30 min

Lesson Plan

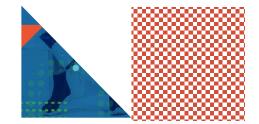
Step 1: True-False Questions and Multiple choice

Description	Needed Material/Resources	Duration
Working and guiding students through the questions	Annex Projector, papers, pens	20 min

Step 2: Self-portrait with Clothes

Description	Needed Material/Resources	Duration





"Be the Brand" can be linked to each person's personality, as clothing and fashion choices often reflect personal characteristics, values and preferences. Creating a personal brand through fashion can highlight elements of one's personality and boost one's confidence and self-expression.

Self-portrait with Clothes: We ask participants to create self-portraits wearing their favorite clothes or pieces of clothing they have designed themselves from recycled materials. They can add elements that reflect their personality.

We combine painting with collage, using materials such as old magazines and fabrics to create the clothes in their self-portraits.

Then we go on with the presentation of the clothes or accessories and everyone explains in a few words how they reflect their personality and character.

Discussion: We discuss how our choices of fashionable clothing and accessories can affect how others perceive us and how we can use fashion to convey messages to those around us about who we are and what we believe.

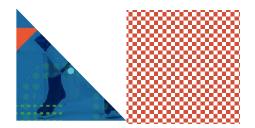
Recycled clothes and fabrics •
Scissors, needles, thread, buttons, etc. • Computers/tablets with internet access • Cardboard, markers, glues • Presentation media (PowerPoint), pens, papers, magazines

1 hour

Step 3: Branding-design a logo or an advertisement

Description	Needed Material/Resources	Duration
Branding Instructions: We are divided into groups. Each group must create a brand name, and choose to design a logo or an advertisement. Purpose qWhat is the central message of the brand? Values: What values does it represent? E.g. Sustainability, ecological awareness, innovation,	Computers, printer paper, pencils, coloring, rulers, geometric shapes, organic materials (cotton, wool, silk)	1.5 hour





etc. We suggest keywords to give ideas for Brand Names 1. Eco, Green, Renew, Refashion, Revive, Reduce, Cycle, Earth, Upcycle, Sustain, Style

• For the logo we can suggest shapes such as circles or spheres, triangles, squares or rectangles, leaves or trees or for advertising we try to define the objectives (e.g. informing about sustainability, promoting a specific product, strengthening their brand identity). They can write the script of their advertisement including dialogues, scene descriptions and the main message. We conclude with the presentation, where each group "plays" their advertisement.

Step 4: Conclusions and discussion

Description	Needed Material/Resources	Duration
Conclusions and Discussion Discussion: We summarize the importance of recycling clothes and creating sustainable brands. Exchange of Ideas: Participants are asked to share ideas about how they can promote clothing recycling in their community. Supplementary Material: • Examples of successful brands that use recycled materials. E.g. Patagonia, Ecoalf Sources for fabric recycling and sustainable fashion	computers	30 minutes

Lesson Plan: From upcycling to business

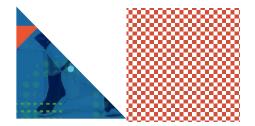
Age: 15-19

Number of students: 20-25

Phase: Be the brand

Description of Activity: The teacher familiarizes the students with the idea of upcycling, shows them good practices in this area and encourages them to create new clothes from





an old, unfashionable t-shirt. In the next stage, it is up to the students to prepare their idea for an upcycling activity and create something themselves that could become their own brand.

Objectives of the activity:

- stimulation of students' activity
- making students aware of the role of upcycling and the opportunities it opens up
- exercising creativity and entrepreneurship

Competences Developed:

Active Citizenship Competences, Critical thinking, Green competences, Creative thinking

Space needs: classroom, conference room

Material needed: computer, projector, Cotton t-shirts, dark colors, rubber gloves, bleach, bleach application containers, photo tray/flat bowl for bleach, flat roller, sprayer, rollers with patterns, stencils, lace - to create patterns, bowl/bucket with cold water.

School subjects: social studies, craft subjects.

Preparation for teachers:

- 1. the teacher must prepare a presentation on good practices for using fashion recycling to create their own brand.
- 2. the teacher must prepare an appropriate number of t-shirts for all students.

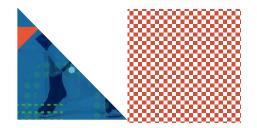
Overview of Lesson Plan:

From upcycling to business	Duration
Step 1: Introduction to the concept of upcycling	15 min.
Step 2: Looking for good practices in upcycling	30 min.
Step 3: Presentation of best practices	30 min.
Step 4: Making new creations from used and old T-shirts	1,5 h or more
Step 5: Create your own business ideas using upcycling	2 h
Step 6: Green entrepreneurship day	3-4 h

Lesson Plan

Step 1: Introduction to the concept of upcycling





Description	Needed Material/Resources	Duration
The teacher introduces students to the topic of upcycling by presenting previously prepared materials, including videos, to increase students' interest.	Projector, presentation about upcycling	15 min

Step 2: Looking for good practices in upcycling

Description	Needed Material/Resources	Duration
The teacher divides students into groups of 4, each of which is to prepare good practices used in the world of upcycling. Each team is provided with a computer and the Internet.	Computers, Projector, Internet	30 min

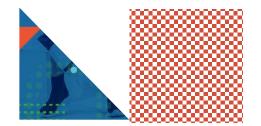
Step 3: Presentation of best practices

Description	Needed Material/Resources	Duration
The teacher presents students with good practices in upcycling collected by the implementers of the RecyclArt project. These are good practices focused on using upcycling ideas to create their own brand and business. https://www.recyclartproject.eu/wp-content/uploads/2021/12/Best-Practices_TOTAL_EN-compressed.pdf	Presentation, computer	30 min.

Step 4: Making new creations from used and old T-shirts

Description	Needed Material/Resources	Duration
After presenting good upcycling practices, the teacher introduces his idea for a fashion business using old, no longer fashionable T-shirts to the students. He/she invites	Cotton t-shirts, dark colors, rubber gloves, bleach, bleach application containers, photo tray/flat bowl for bleach, flat roller, sprayer, rollers with patterns, stencils, lace - to create	1,5 h or more





students to create new T-shirts according to his idea.	patterns, bowl/bucket with cold water. Instructions in Annex	
--------------------------------------------------------	--------------------------------------------------------------	--

Step 5: Create your own business ideas using upcycling

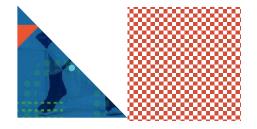
Description	Needed Material/Resources	Duration
The teacher divides students into groups of 4. Each group is to come up with a business idea using upcycling and prepare a presentation on it. At a further stage, after preparing and presenting their ideas, the youngsters will be given the task of producing several copies of their original ideas to present them during the Green Entrepreneurship Day organized by the school.	Computer	2h

Step 6: Green Entrepreneurship Day!

Description	Needed Material/Resources	Duration
The school organizes a Green Entrepreneurship Day, inviting local entrepreneurs or individuals who use upcycling in their daily activities. They present their activities and showcase their achievements. The students then present their business ideas and the products they have prepared to the others. At the end of the day, a fair is organized, where the works created by the youngsters can be purchased.	Properly decorated stage, computer, projector, tables, chairs, fair stand	3-4 h

Lesson Plan: Activism Exhibition





Age: 14-15

Number of students: 20-25

Phase: Be the Brand

Description of Activity: Students take the lead in a dynamic exhibition showcasing their artworks, inspired by newfound insights into fashion and body image. Through creative expression, they translate the knowledge gained during their training into compelling pieces that explore sustainability, fashion, body image. This exhibition serves as a platform for them to convey their unique perspectives, challenge stereotypes, and advocate for positive change in the realm of fashion and body image. By presenting their work, students not only share their visions but also encourage dialogue and awareness about these important issues.

Objectives of the activity:

Creative expression - Encouraging students to express their understanding of fashion and body image through various artistic mediums.

Self-Reflection - Prompting students to reflect on their personal perspectives and the impact of fashion choices on the environment and society.

Challenge Stereotypes - Providing a platform for students to challenge stereotypes related to fashion and body image, promoting inclusivity and appreciation for uniqueness. **Celebration of Diversity** - Celebrate the diversity of perspectives and artistic expressions within the classroom, fostering an inclusive learning environment.

Competences Developed: Active Citizenship, green Competences, Critical Thinking - Creativity and Self-Expression, Organizational Skills, Conceptualization - Resource Management, Self-Reflection, Communication, Community BuildingPublic Speaking, Space needs: Classroom/Studio Space: A dedicated space for students to work on their artworks, allowing for individual and group activities. Exhibition Space: If planning a physical exhibition, allocate space for displaying the artworks. This could be a designated area within the school or a virtual platform for online exhibitions.

Material needed:

Sketchpads or paper, pencils, erasers, and any other basic drawing materials Varied based on chosen medium (e.g., paints, brushes, canvases, drawing tablets, digital design software, sculpting materials)

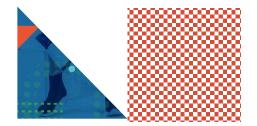
Display space for physical exhibition (if applicable), or access to a platform for a virtual showcase

School subjects: Art & Design, Technology Social Studies, Ethics & Philosophy, Science

Overview of Lesson Plan:

Activism Exhibition	Duration





Step 1: Introduction and Brainstorming	35 min
Step 2: Planning and Gathering Materials	45 min
Step 3: Creation	90 min
Step 4: Presentation	60 min
Step 5: Peer Review, Documentation, And Follow-up Discussion	50 min

Lesson Plan

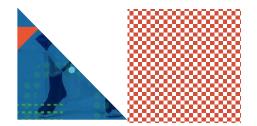
Step 1: Introduction and Brainstorming

Description	Needed Material/Resources	Duration
Begin by explaining the purpose of the exhibition: to express what they've learned about fashion,	Check inspiration collage in Annex	35 min
body image, and the 4R philosophy. Emphasize the importance of creativity and self- expression in delivering their message. Transition into a brainstorming session, encouraging students to generate ideas for their artworks and discuss different art mediums. Remind	Examples of Different Art Mediums: Painting, Drawing, Graphic Design, 3D Modeling, Sculpture, Installation, Printing, Collage, Poetry and Spoken Word, Fashion Design, Photography, Video/Film	
them to connect their artworks to the key themes from the training.	Prompts for Topics: Sustainability in Fashion, Body Image, Self-Esteem, Empathy and Representation, The 4R Philosophy, Historical and Cultural Influences on Fashion, Ethical Labor Practices in Fashion, Second-hand Fashion	

Step 2: Planning and Gathering Materials

Description	Needed Material/Resources	Duration
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Have students sketch or outline their ideas on paper to plan their artwork and think about the message they want to convey. During this phase, they should also consider the materials they'll need for their chosen medium.	45 min
Once their plans are clear, allow students to gather the necessary materials. If they need specific art supplies, provide them or guide them on where to obtain them. For digital design, ensure access to appropriate software or apps.	

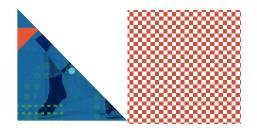
Step 3: Creation

Description	Needed Material/Resources	Duration
Give students sufficient time to create their artworks. Be available for guidance and support, and encourage them to express their thoughts, emotions, and newfound knowledge through their chosen medium. Incorporate reflection stops during the creation process, prompting students to think about how their artworks reflect the concepts of the 4R philosophy, body image, and other competencies covered in the training. This reflection will add depth to their creations.	Possible prompting questions the teacher can ask: 1. How does your artwork raise awareness about a specific social issue related to fashion? 2. What critical message are you trying to communicate through your piece? 3. Why did you choose this particular medium for your artwork? 4. How do the materials and techniques you used contribute to the message of your piece?	90 min (more if needed and available)

Step 4: Presentation

Description	Needed Material/Resources	Duration
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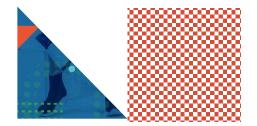


60 minutes Once the artworks are completed, organize a presentation day where students can showcase (can be their creations to their peers, teachers, and adjusted possibly even parents. This could be a physical based on the exhibition or a virtual showcase, depending on number of the resources available students) To add an element of community engagement and support for a related cause, consider organizing a ticket sale for the event, with all proceeds going to a charity related to fashion sustainability or body image. This not only enhances the impact of the exhibition but also teaches students about philanthropy and social responsibility. Additionally, set up a small food stand offering warm and cold drinks and snacks, with items prepared and sold by the students. The money raised from this stand can also be donated to the chosen charity. This aspect of the event provides students with practical experience in organizing, teamwork, and entrepreneurship, further enriching their learning experience.

Step 5: Peer Review, Documentation, And Follow-up Discussion

Description	Needed Material/Resources	Duration
Encourage students to self-reflect and provide feedback to their peers through written reflections or group discussions, considering how well the artworks communicate the key messages and competencies explored in the training. Document the entire process, including brainstorming sessions, planning, creation, and the exhibition itself, for future reference or inspiration for similar projects. Conclude the activity with a follow-up discussion, where students can share what they learned through the process, how the exhibition impacted their understanding of fashion and body image, and how they can continue applying these lessons	Self-reflection worksheet in Annex	50 min





in their daily lives.organizing, teamwork, and	
entrepreneurship, further enriching their learning	
experience	

Background information:

This is more or less how the in-person exhibition would look like:

https://www.youtube.com/watch?v=Uj6GRVY2Cn0

This is how the online exhibition could look like:

https://www.youtube.com/watch?v=i9i6WobXhoA

Lesson Plan: Swapping Stories

Age: 14-16

Number of students: 20-25

Phase: Be the Brand

Description of Activity: This activity calls students to action by guiding them step-by-step to clothes' swapping inviting them to prolong their clothes' lifespan but also allowing them to learn their peers' story through their own piece of textile.

Objectives of the activity: Through this activity:

- -Students will be able to identify and appreciate differences in appearance and clothing choices.
- -Students will recognize the importance of diversity in fashion and its role in expressing individuality.
- -Students will develop their presentation skills by sharing their story but also narrating their peers' story through clothes swapping.
- -Students will understand the environmental impact of clothes' swapping on their community.

Competences Developed: Empathy Competences, Green competences, Critical Thinking, Active Citizenship

Space needs: Classroom, Stage for presentation

Material needed: Clothes for swapping, paper color pens, laptops for research

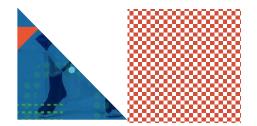
School subjects: History, Crafts, Gym

Teacher Preparation:

Begin the lesson by discussing the importance of accepting others' appearances and embracing diversity in clothing choices.

Connect the concept of clothes' swapping as a sustainability practice with the ideas of taking action in the community and promoting diversity (in nature and identity). Introduce the idea of clothes swapping as a way to share stories and promote sustainable fashion practices.





Overview of Lesson Plan:

Swapping Stories	Duration
Step 1: Discovering Stories	45'
Step 2: Building Stories	90'
Step 3: It's Showtime!	60'

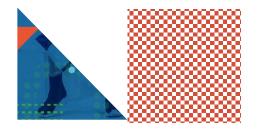
Lesson Plan

Step 1: Discovering Stories

Description	Needed Material/Resources	Duration
Divide students into pairs or small groups and have them bring in a piece of clothing they are willing to swap. Ask students to bring in a piece of clothing that represents their cultural background or personal style.	Clothes for Swapping	45'
Instruct students to share the story behind the clothing item with their peers, explaining why it is meaningful to them. Maybe share with students questions like: When did you buy this item? Was it a gift? Why is it important to you?		
Have students swap clothing items with their partners and discuss/reflect on what similarities they find with their own clothing item. This item will be kept by them to be used for the next step.		

Step 2: Building Stories



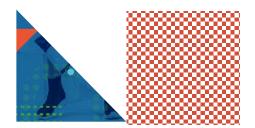


Description	Needed Material/Resources	Duration
Students will now in groups plan a presentation of the item they got from the swapping, in a public event.	Clothes swapped, paper color pens, laptops for research	90' (plus planning and rehearsing time at home. Students may plan this event
Along with their item presentation they will be also asked to present an open invitation to their community, to swap more clothes and care for the environment.		during 3-4 classes).
They will write a script in groups and rehearse it along with visuals or posters, or quotes to support their storytelling.		

Step 3: Sharing Stories!

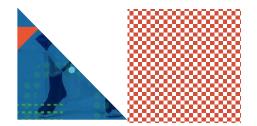
Description	Needed Material/Resources	Duration
Public event for parents and community members either as a theatrical play or a fashion show where they can showcase their unique clothing choices and share the stories behind them. Each team will coordinate with the other to present their work one after the oher.	Swapped clothes, posters, stage and lights	60'









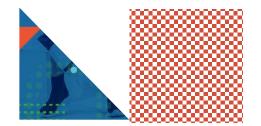


Assessment Questionnaire-RefashionForGood

This questionnaire is to be used for pre- and post- assessment from students.

Name: Date:	
1. What is your gender?	
a. Male b. Female c. Other	
2. What is your age? a. 10-13	
b. 13-16c. 16-173. What would you consider to be your level of knowledge are	ound sustainable fashion?
 Expert I am quite familiar with using them. Basic knowledge I have no knowledge 	

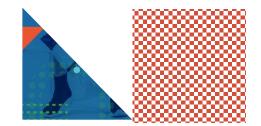




How important do you consider learning about the topics of:

	Not important	Slightly important	Very important	Essential
Collaboration & teamwork				
To understand and accept the other				
To think out of the box				
Awareness and sensitivity on community issues				
Awareness and sensitivity on fashion overconsumption				
To think critically				

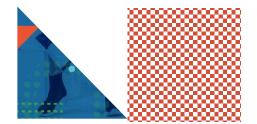




4. Regarding your green competences:

				_
	Not at all	Poorly	Fairly poorly	Very Much
Are you able to identify brands that follow sustainable fashion practices?				
Are you able to understand the environmental impact of textile materials consumption?				
Are you able to explain the benefits of recycling and reusing fashion items?				
Are you able to participate in or organize initiatives that promote sustainable fashion?				
Are you able to recognize and avoid fast fashion brands and their marketing tactics?				

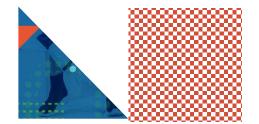




5. Regarding your Collaboration competences:

	Not at all	Poorly	Fairly poorly	Very Much
Are you able to understand how fashion stereotypes can affect individuals' self-esteem and body image?				
Are you able to recognize the impact of media and fashion industry standards on people's perception of beauty and diversity?				
Are you able to empathize with individuals who feel marginalized or excluded by mainstream fashion trends?				
Are you able to support and promote inclusive and diverse representations in fashion?				
Are you able to challenge and speak out against harmful fashion stereotypes when you encounter them?				

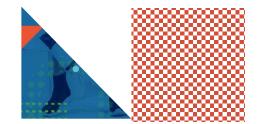




6. Regarding your Critical Thinking Competences:

	Not at all	Poorly	Fairly poorly	Very Much
Are you able to analyze the environmental impact of your clothing choices and consider more sustainable alternatives?				
Are you able to evaluate the credibility of fashion brands' claims about their sustainability practices?				
Are you able to critically assess the representation of body image and diversity in fashion media?				
Are you able to identify and question stereotypes in fashion that contribute to unrealistic beauty standards?				
Are you able to reflect on how your own fashion choices might influence or perpetuate stereotypes related to body image and diversity?				

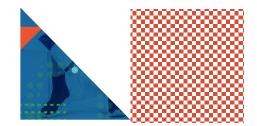




7. Regarding your Active Citizenship Competence:

	Not at all	Poorly	Fairly poorly	Very Much
Are you able to understand environmental crisis?				
Are you able to identify your peers' needs?				
Are you able to accept someone that is different than you?				
Are you able to act for a better world?				
Are you able to act for the environmental crisis?				





Annex: Happy closet

Questionnaire

1. Demographic Characteristics

Sex

- Male
- Female

What is your age?

- 12
- 13
- 14
- 15
- Other:

What grade are you in?

- 7th grade
- 8th grade
- 9th grade

2. Reuse and Local Environment

Is there a clothing recycling bin (purple bin) in your neighborhood?

- Yes
- No

If there is a clothing recycling bin (purple bin) in your neighborhood, do you use it?

- Yes
- No

Do you know where the clothes collected from the clothing recycling bins (purple bins) go?

- Yes
- No

Is there a second-hand clothing store in your area?

- Yes
- No

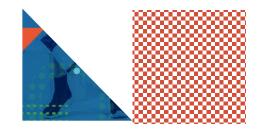
If there is a second-hand clothing store in your area, do you shop there?

- Yes
- No

If there is a second-hand clothing store in your area, do you know where they source their clothes from?

Yes





• No

1: Not at all 2: A little

3. Reuse and Social Environment

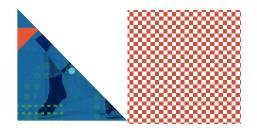
3: Quite a bit4: Very much5: Extremely					
I donate my clothin	g items to cl	narities for	people ir	n need.	
	1	2	3	4	5
	0	0	0	0	0
I give clothing items	s that I no lor	nger use t	o membe	rs of my fo	amily.
	1	2	3	4	5
	0	0	0	0	0
I give clothing items	s that I no lor	nger use t	o my frien	ds.	
	1	2	3	4	5
	0	0	0	0	0
I exchange/lend cl	othing items	with friend	ds.		
	1	2	3	4	5
	0	0	0	0	0

4. Individual and Consumption

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree

It's almost impossible to resist low prices, e.g., 2 or 3 euros; it's very tempting.





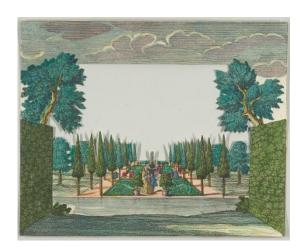
	1	2	3	4	5
	0	0	0	0	0
Shopping for clothes a	nd shoes	gives me	great ple	asure.	
	1	2	3	4	5
	0	0	0	0	0
I always want to buy c	lothes tho	at are the	'latest trer	nd' in fash	ion.
	1	2	3	4	5
	0	0	0	0	0





Annex: Crazy clothing-industry diorama map



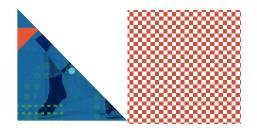










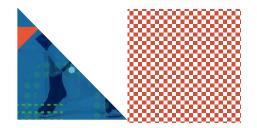


Annex: Forum theatre: Real life behind the photo

More Images for printing: https://drive.google.com/file/d/1X1zl_ECmMmgLRW56Me-pnpnNDddEdPT_/view







Annex: Dream Clothing

Dream trip: 'DREAM CLOTHING'

Lie-down and take a moment to just register if you are comfortable: Is there anything you need to adjust?

When you feel comfortable, begin to register where you are right now: Look at the room surrounding you, and when you feel ready, close your eyes.

Begin to register your own body. Take a deep breath... and when you breathe out you will let go of tension.

Focus on your left foot, and relaxe it... (Continue through the body)

Now, try to picture yourself as a child, around 4-5 years old. What are you doing right now? How are you feeling?

Now, try to recall a piece of cloth that you really adored at that time. Maybe it was the first piece of cloth you really adored.

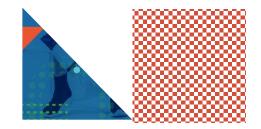
Try to recall it as clearly as you can: What colors did it have? How did it feel against your skin? How did it make you feel?

Hold this vision for as long as you wish.

Now you can slowly let go of the vision, but try to keep the feeling of the memory in your body.

Now you can slowly return to the room we are in right now. Begin to move your body softly, and whenever you are ready, open your eye





Annex: Challenging Fashion Stereotypes: Don't Judge a Book by Its Cover

Images for sharing: https://drive.google.com/file/d/134lxGZSAuLA_n-bp5pCq0o2C2hydYy6K/view

QUESTIONS

Questions to use in a Google form or other survey tool for students to complete with questions related to clothing styles, colors, personal fashion icons, and favorite brands.

Dasia	Inform	adian.
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Name:

Age:

Grade/Year:

Clothing Preferences:

How would you describe your overall style? Choose from below (more answers possible):

Casual

Trendy

Sporty

Bohemian

Classic

Other (please specify)

What factors influence your clothing choices the most? (Open-ended)

Color Preferences:

What is your favorite color to wear?

Are there any colors you avoid wearing? Why?

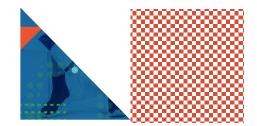
Do you tend to follow seasonal color trends?

Fashion Icons:

Do you have a personal fashion icon or inspiration?

Yesl





No

If yes mention also why in one sentence (open ended):

Favorite Brands:

List up to three of your favorite clothing brands.

What do you like most about these brands?

Shopping Habits:

Where do you typically shop for clothes? Online In-store Thrift stores Other (please specify)

How often do you go shopping for new clothes? Once per week Once per month Everyday Twice per six months

Trends and Influences:

How much do current fashion trends influence your clothing choices? Not at all Somewhat A lot

Are there any specific fashion trends you've recently embraced or avoided? (Openended)

Social Media and Fashion:

Do you follow fashion influencers or brands on social media? Yes

No

Does social media impact your perception of fashion?

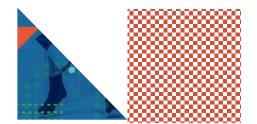
Yes

No

How do you feel about upcoming trends?

Stressed





Happy
Excited
Indifferent
Other (specify)......

Personalization:

Do you enjoy customizing or altering your clothes to make them unique?

Yes

No

Have you ever created your own clothing or accessories?

Yes

No

Fashion and Identity:

Do you feel your clothing style reflects your personality or identity?

Yes

No

Sometimes

Do you feel your clothing style reflects the identity of a group?

Yes

No

Do you feel pressure to conform to certain fashion standards?

Yes

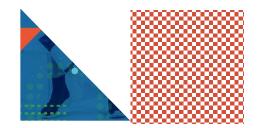
No

Sometimes

Favorite Outfit:

Describe or draw your all-time favorite outfit which is special to you. (Open-ended)





Annex: Upcycling Challenge

Questions:

True-False Questions:

- 1. Recycling clothes reduces waste that ends up in landfills. True or False
- 2. Second-hand stores do not offer quality clothing. True or False
- 3. You can make new clothes from old pieces by adding new elements or customizing them. True or False
- 4. Impulse purchases contribute to sustainable fashion. True or False
- 5. Supporting local brands that use eco-friendly materials is one way to promote sustainability. True or False

Multiple choice questions:

1. What is one way to reduce the environmental impact of fashion?

A. Buying more clothes. B. Donating old clothes. C. Throwing old clothes in the trash. D. Ignoring sustainability.

Correct Answer: B. Donating old clothes.

Which of the following is NOT an advantage of buying secondhand clothes?

A. Waste reduction. B. Saving money. C. Improving the quality of clothing.

D. Sustainability support.

Correct Answer: C. Improving the quality of clothing.

3. What is a sustainable way to buy clothes?

A.Buying cheap clothes from big chain stores. B. Investing in quality, long-lasting pieces. C. Buying new collections every season. D. Throwing away clothes after one use.

Correct Answer: B. Investing in quality, long-lasting pieces.

4. Which of the following is not a sustainable fashion practice?

A. Recycling of old clothes. B. Creating new clothes from recycled materials. C. Constantly buying new clothes every month. D. Purchase from second-hand stores.

Correct Answer: C. Constantly buying new clothes every month.

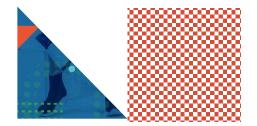
5. Which of the following actions can help reduce textile waste?

A. We throw the old clothes in the trash. B. We repair worn clothes.

C. We only buy new clothes. D. We use disposable clothes.

Correct answer: B. We repair worn clothes





Annex: From Upcycling to Business

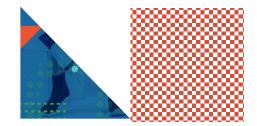
Instructions to the activity from step number 4: Making new creations from used and old T-shirts

Pour the bleach into smaller containers with narrow tips to be used for authoring patterns painting without stencils and pour a small amount into a photo tray or into a sprayer painting with a roller. We put the t-shirts on a flat surface, preferably protected by foil from the picker. Soak the roller in a small amount of bleach and apply it to the stencils (can be letters, shapes, numbers. Instead of a roller to apply bleach, you can use a spray bottle filled with bleach. After applying the first layer of bleach, we wait about 10 minutes for the fabric to stain, repeating the procedure if necessary. By painting with application containers, we can create author's designs. To protect the back of the T-shirt from bleach, put a piece of cardboard between the back and front of the T-shirt. After obtaining a satisfactory pattern, the T-shirt is rinsed thoroughly in cold water and left to dry.

Safety: in order to avoid irritation of the skin of the hands, it is recommended to work with protective rubber gloves. Water from rinsing bleached shirts must be changed frequently and poured necessarily into the sewer. Bleach can irritate the eyes, you need to take care of good ventilation of the room.

T-shirts to be bleached can be previously dyed with fabric dyes to any color with a dark shade.





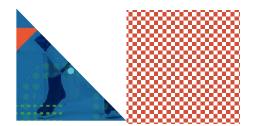
Annex: Activism Exhibition

1. The collage that can be shown to students for inspiration while brainstorming:



This is the self-reflection form that can be used so that students reflect on their work:





NAME:	CLASS:
ARTIST	STATEMENT
important part of art. Please thoughtfully	your thoughts about the art making process is an complete the statements below based on the work you just finished.
I would like to name this work of art:	
My favorite part is	
	nclude why)
Something else I want to share about this artwork	ĸ is