



Co-funded by  
the European Union



# ReFashionized

Fashion Evolution towards Sustainability

## THE SUSTAINABLE FASHION BOOKLET

### ACTIVITY SHEET UNIT 1

by UPV



Jugend- & Kulturprojekt e.V.

KAINOTOMIA  
κέντρο για βίαια μάθημα



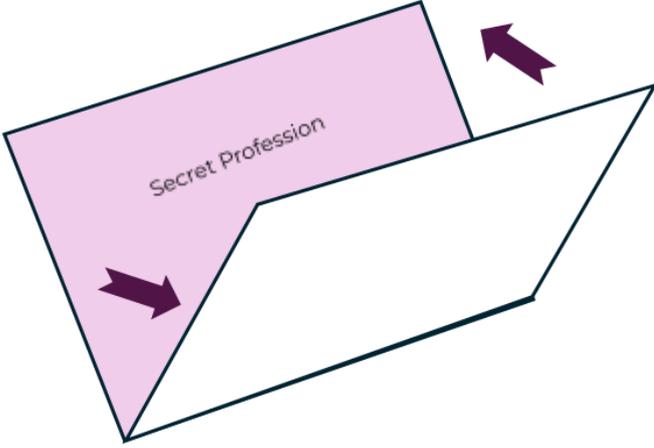
Catwalk  
Εργαστήριο Τίποτα Πολιτισμικό

LOTTOZERO

CELLOCK  
POWER OF INNOVATION AND TECHNOLOGY

UNIVERSITAT  
POLITÈCNICA  
DE VALÈNCIA

# ACTIVITY 2: WHO IS WHO?

Unit Title	Unit 1 The Impact of the Fashion Industry on Our Environment
Activity Number	2
Activity Title	Who is Who?
Activity Method	Ice-breaking
Relevant Images	 <p>Source: UPV</p>  <p>Who is who?</p> <p>Production process of a 100% cotton T-shirt</p> <ul style="list-style-type: none"><li>Cotton cultivation</li><li>Fibre spinning</li><li>Weaving</li><li>Colouring and finishing</li><li>Garment design</li><li>Pattern making, dressmaking</li><li>Retail</li></ul> <p>Source: <a href="#">PowerPoint</a></p>

Materials	Folded paper, markers/pens.
Aim of this Activity	This activity serves as an introduction to the textile sector from a production point of view, they will learn about the simple process of making a T-shirt. Participants will gain an initial understanding of the subject which will be further developed in the content of the unit.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>● Get familiar with key terms relevant to the Unit;</li> <li>● Interact with other participants to create a co-learning experience;</li> <li>● Develop critical thinking through the association of keywords with events and facts;</li> <li>● Enhance creativity through the gamification method.</li> </ul>
Activity Duration (in minutes)	20-30 minutes
Preparation	<ol style="list-style-type: none"> <li>1. Prepare the secret papers written on the inside of each folded piece of paper. The jobs should be: <ul style="list-style-type: none"> <li>● Farmer</li> <li>● Spinner</li> <li>● Weaver</li> <li>● Colour and finishing technician</li> <li>● Fashion Designer</li> <li>● Pattern designer</li> <li>● Salesperson</li> </ul> </li> <li>2. Distribute one piece of paper to each participant.</li> </ol>
Implementation	Ask learners to stand up and start moving around the room. They should ask each other questions to which they

	<p>can only answer "yes" or "no", the questions should be alternated between the 2 learners.</p> <p>(It is forbidden to ask questions like "Are you the farmer?", they will be able to ask questions like "Do you work in the field?")</p> <p>Participants should go around making groups of 7 people (the 7 jobs) and when they think that the whole production chain of the T-shirt is formed, call the trainer, they should stand next to each other in order and say out loud the profession that is written on their paper, starting with the farmer.</p>
--	--

## ACTIVITY 3: WHEN WAS THE LAST TIME YOU BOUGHT A T-SHIRT?

Unit Title	Unit 1 The Impact of the Fashion Industry on Our Environment
Activity number	3
Activity Title	When was the last time you bought a T-shirt?
Activity Method	Discussion
Relevant Images	

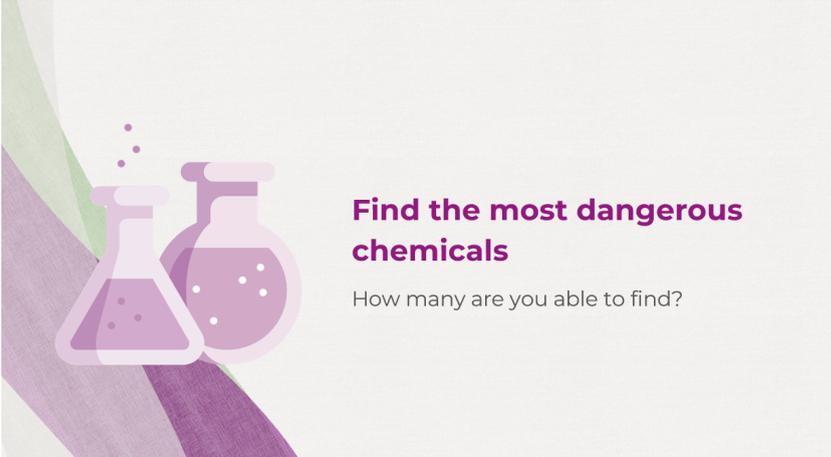
	Source: <a href="#">PowerPoint</a>
Materials	Internet connection and laptop or Whiteboard and markers
Aim of this Activity	Through a collaborative approach, participants are invited to reflect on their own habits, thus assessing the impact of consumerism in their lives.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• Participants will become aware of whether their clothing consumption is on average, above or below the rest</li> <li>• Through group discussion and collaboration, participants will improve their communication and critical analysis skills</li> </ul>
Activity Duration (in minutes)	10 minutes (It will depend on the number of participants)
Preparation	Prepare the PowerPoint, in case you cannot edit the slide, have a whiteboard and markers ready.
Implementation	<ol style="list-style-type: none"> <li>1. On the PowerPoint, read out the question on the slide to the participants</li> <li>2. Call out the options and ask participants to raise their hands on the option most suitable for them</li> <li>3. The trainer will write down the number of participants for each option on the PPT or whiteboard</li> <li>4. Afterwards, discuss together the following questions <ul style="list-style-type: none"> <li>• Do you think you needed to buy that shirt?</li> <li>• Adding that new T-shirt, could you tell me how many T-shirts you have in your wardrobe?</li> <li>• How often do you wear your T-shirts before replacing them?</li> </ul> </li> </ol> <p>Conclude summarising the key points discussed and reflecting on the importance of mindful consumption and a more sustainable approach to fashion.</p>

# ACTIVITY 6: TRUE OR FALSE

Unit Title	Unit 1 The Impact of the Fashion Industry on Our Environment
Activity number	6
Activity Title	True or False: it's time to show what you've learned
Activity Method	Reflection
Relevant Images	 <p>Source: <a href="#">Freepik</a></p>
Materials	Stickers or something measurable.
Aim of this Activity	By doing this activity, the facilitators will test and reinforce the concepts explained in the previous activities. For each question, learners will have to place themselves in a group depending on whether they think the answer is true or false. Invite participants to critically analyse the topics and act independently, without being influenced by what the other participants select.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>to deepen the participants' knowledge of fast fashion and water consumption in the textile industry</li> </ul>

	<ul style="list-style-type: none"> <li>to enhance critical thinking and uninfluenced choice-making skills</li> </ul>
Activity Duration (in minutes)	10 minutes
Preparation	<p><a href="#">Annex I</a> provides examples of sentences that the facilitator can use to moderate the debate.</p> <p>Ensure to have a list of sentences and answers ready beforehand. It is recommended that the facilitator identifies the answer in the PowerPoint presentation, to be able to clarify eventual doubts that might arise during the debate.</p> <p>Create a scorekeeping system to track points earned by each team (e.g. a table drawn in the flipchart; distribution of stickers for each point scored or small items easy to count at the end, etc).</p>
Implementation	<p>Ask participants to stand up and point to two areas of the space, one for the true choice and one for the false choice. For every right answer, the participant receives a sticker.</p> <p>Read the question out loud and give participants at least 10 seconds to decide on their answer and position themselves in an area of the space.</p> <p>Suggest that before saying the answer, one person explains why that is their answer.</p> <p>Then say which is the correct answer and identify the participants who got it right. The person or people with the most stickers will win.</p>

# ACTIVITY 9: FIND THE MOST DANGEROUS CHEMICALS

Unit Title	Unit 1 The Impact of the Fashion Industry on Our Environment
Activity number	9
Activity Title	Find the most Dangerous Chemicals
Activity Method	Research, Group discussion
Relevant Images	 <p>Source: <a href="#">Power Point</a></p>
Materials	Internet connection and laptop
Aim of this Activity	<p>The activity involves participants doing some quick research on the internet and finding various chemicals that are used in the fashion and textile industry and may be harmful to humans and the environment</p> <p>This activity will immerse them in the industrial textile sector and introduce them to the products currently in use.</p>

<p>Learning Outcomes of this Activity</p>	<ul style="list-style-type: none"> <li>• Participants will enhance their skills in researching and analysing chemicals on the Internet.</li> <li>• Participants will gain knowledge about various chemicals used and their hazardousness.</li> <li>• Participants will reflect on the use of hazardous chemicals in everyday textile products.</li> </ul>
<p>Activity Duration (in minutes)</p>	<p>30 minutes</p>
<p>Preparation</p>	<p>Inform participants of the aim of the activity.</p> <p>Suggest that they can do the activity individually or in pairs.</p> <p>Ask them to prepare a Word document or a piece of paper that they will use during the activity implementation.</p>
<p>Implementation</p>	<p>Tell them that they have 20 minutes to find 3 chemicals that pose a risk to humans and the environment, either individually or in pairs.</p> <p>Participants will have to write down the chemical compound and the risk it poses to humans or the environment.</p> <p>During the remaining 10 minutes, participants discuss the chemicals they have found and their effects.</p> <p>Conclude the activity by facilitating a brainstorming session, inviting participants to share their perceptions of this issue and how they feel about using sustainable and environmentally friendly products.</p>

# ACTIVITY 11: ANALYSE YOUR LABEL

Unit Title	Unit 1 The Impact of the Fashion Industry on Our Environment
Activity number	11
Activity Title	Analyse your label!
Activity Method	Reflection and discussion
Relevant Images	 <p><b>Analyse your label!</b> Do you know what each symbol on your T-shirt label means?</p> <p>Source: <a href="#">PowerPoint</a></p>
Materials	Internet connection and laptop
Aim of this Activity	The activity aims to start a practice that participants can take away with them from this workshop and apply to their everyday lives. It promotes awareness of the characteristics of the garments and raises awareness on how to better maintain them, thus discouraging the continuous purchase of new items.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• improving the criticism of the clothes we buy;</li> <li>• awareness of the recommended maintenance of the garments and the reality;</li> </ul>

	<ul style="list-style-type: none"> <li>• boosting critical thinking and self-reflection;</li> <li>• reflection on the lessons learned.</li> </ul>
Activity Duration (in minutes)	10 minutes
Preparation	Prepare the PowerPoint and have the questions ready. Introduce the objective of the activity.
Implementation	<p>Start the activity asking participants to look for the label on their T-shirt or jacket.</p> <p>Ask them to take a picture of it and paste it into a Word document.</p> <p>They should describe the fibrous composition of the garment.</p> <p>The symbols for washing and care of clothes should be analysed and the meaning of these symbols should be looked up on the internet.</p> <p>Participants are then asked to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Did you know the composition of your garment? Was it what you expected?</li> <li>• Did you know the meaning of all the symbols on the label?</li> <li>• Do you wash the garment according to the label?</li> <li>• Do you dry the garment according to the label?</li> <li>• Do you iron the garment according to the label?</li> <li>• From now on will you follow the indications on the label?</li> </ul> <p>Finally, facilitate a brief discussion on the participants' views on fashion consumption, and the production of multi-fibre clothes that are difficult to wash and iron.</p>

# ACTIVITY 13: WE ARE INTERESTED IN YOUR OPINION!

Unit Title	Unit 1 The Impact of the Fashion Industry on Our Environment
Activity number	13
Activity Title	We are interested in your opinion!
Activity Method	Feedback
Relevant Images	 <p>Source: <a href="#">PowerPoint</a></p>
Materials	Post-its, markers/pens and whiteboard.
Aim of this Activity	The purpose of this activity is for the participants to write anonymously their opinion of the workshop. They can write down what they liked, what they didn't like and what they would improve.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• enhance observation skills;</li> <li>• boost critical thinking and self-reflection;</li> </ul>

	<ul style="list-style-type: none"> <li>reflect on the lessons learned.</li> </ul>
Activity Duration (in minutes)	10 minutes
Preparation	<ol style="list-style-type: none"> <li>1. Provide each participant with sticky notes and markers.</li> <li>2. Ask participants to fill in as many sticky notes as they want.</li> <li>3. Invite participants to express their comments with sincerity and constructive criticism.</li> <li>4. Draw 3 columns on the board, "things I liked", "things I didn't like", "suggestions for improvement".</li> <li>5. Afterwards, ask learners to stick their notes on the whiteboard.</li> </ol>
Implementation	<p>Divide the whiteboard into 3 columns called "Things I liked", "Things I didn't like" and "Things I would improve".</p> <p>Ask participants to anonymously indicate their opinion by placing a minimum of 1 sticky note in each column.</p> <p>Allow a few minutes for participants to share their opinions visually and then briefly discuss the responses as a group.</p>

Partners:

[Jugend- & Kulturprojekt e.V.](#) (Germany) – Coordinator

[Kainotomia & SIA EE](#) (Greece)

[Catwalk Project](#) (Greece)

[Lottozero Società Cooperative Sociale](#) (Italy)

[Cellock LTD](#) (Cyprus)

[Politecnica de Valencia](#) (Spain)



© 2023. This work is licensed under a [CC NC SA 4.0 license](#).



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project Reference Number: 2022-2-DE04-KA220-YOU-000101981