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ReFashionized

Fashion Evolution towards Sustainability

THE SUSTAINABLE FASHION BOOKLET

ACTIVITY SHEET UNIT 2

by UPV



Jugend- & Kulturprojekt e.V.

KAINOTOMIA
κέντρο διά βίου μάθησης



Catwalk
Εργαστήριο Τίποτα Πολιτισμικό

LOTTOZERO

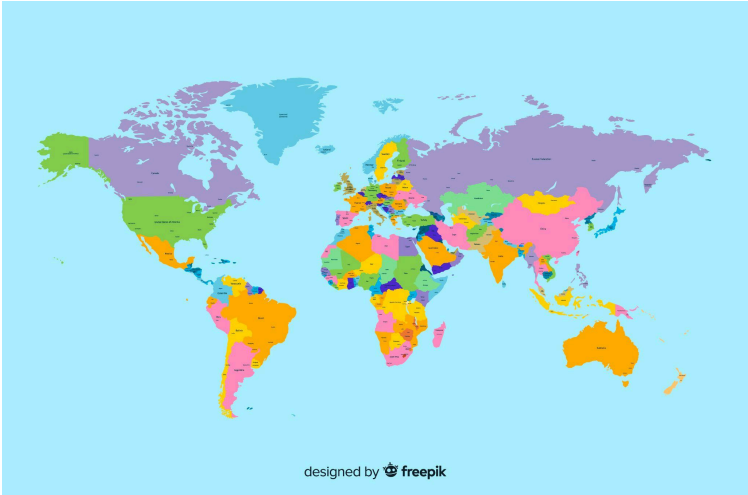


CELLOCK
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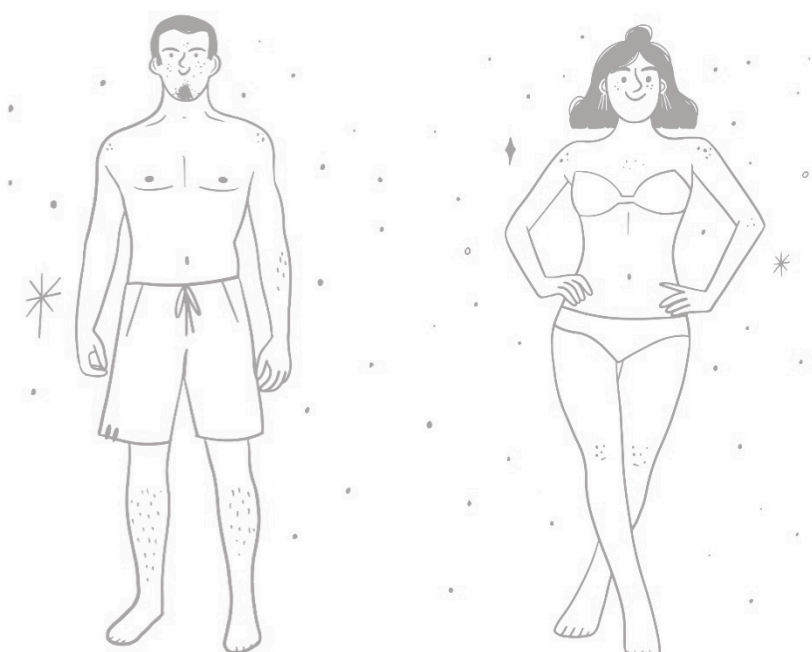
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ACTIVITY 2: IN WHICH COUNTRY WERE OUR CLOTHES MADE?

Unit Title	Unit 2 Who Makes The Clothes We Wear
Activity Number	2
Activity Title	In which country were our clothes made?
Activity Method	Ice-breaking
Relevant Images	 <p>Source: Freepik</p>
Materials	<p>Large world map (A3 minimum), corkboard or whiteboard, pushpins or post-its and markers.</p> <p>Internet connection and laptop</p>
Aim of this Activity	This activity is designed to introduce the topic of where and by whom our clothes are made. By exploring the origins of our clothes, the activity invites participants to critically reflect on production processes and their implications for garment workers, especially in terms of human and labour rights.

Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Familiarise with key terms relevant to the Unit; • Interact with other participants to create a co-learning experience; • Develop critical thinking through the association of keywords with events and facts; • Enhance creativity through the gamification method; • Promote new daily practices, such as reading clothing labels, to adopt responsible consumer behaviours.
Activity Duration (in minutes)	15-20 minutes
Preparation	<ol style="list-style-type: none"> 1. Place a world map on a corkboard or another surface (whiteboard, wall, etc). 2. Distribute pushpins or post-its and markers on the learners' tables (depending on whether you have a corkboard or another surface).
Implementation	<p>Ask participants to check the labels on their clothes (T-shirts, jackets, trousers, shoes...) and find out where they were made.</p> <p>Then they should get up in turns and go to the world map and put a pushpin (or a post-it) in the country where their garment was made, if they don't know how to find the country on the map they can search for it on the internet.</p> <p>Once everyone has finished, they can analyse the results they have obtained, the trainer can start a debate about which countries have been the most successful and what they think are the reasons, were they expecting this result, etc.</p>

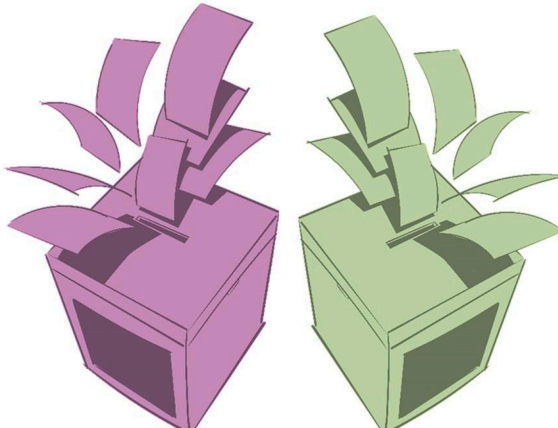
ACTIVITY 4: CLOTHES ARE VERY VERSATILE!

Unit Title	Unit 2 Who Makes The Clothes We Wear
Activity number	4
Activity Title	Clothes are very versatile!
Activity Method	Reflection and creative activity
Relevant Images	 <p>Source: Freepik Source: Freepik</p>
Materials	Printed leaflets with the figures (ANNEX I), coloured pencils, crayons...
Aim of this Activity	Through the realisation of "Clothes are very versatile!" participants will learn that clothes are very versatile, so they will learn to put them to more uses than they are used to by creating new outfits.

Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Participants will become aware of the importance of today's clothing consumption. • By creating 2 new outfits from 1 garment, they will learn about the versatility of clothes to give them more uses before removing them from their wardrobes and throwing them away.
Activity Duration (in minutes)	40 minutes
Preparation	Before the workshop starts, the trainer should know how many learners will attend and print out a copy of the ANNEX I for each participant.
Implementation	<ol style="list-style-type: none"> 1. First of all, the trainer will explain the importance of using our clothes many times before throwing them away, based on the pollution generated and the situation of the workers who made them. 2. Hand out a sheet of paper with the illustrations (ANNEX I) to each participant. 3. Each participant should select the garment he/she likes the most from the participant on his/her right and write it in "Garment chosen:" in ANNEX I. 4. The participant must then draw 2 complete and different outfits, including the selected garment. Under "Outfit idea:" the participant should briefly describe for which occasion he/she would wear the outfit (e.g. to school, to a date, to a party...). 5. Before starting to draw, the trainer should comment that, although the person on the right is a girl, they can also draw on the "male" illustration, and vice versa, as the clothes have no gender.

	<p>6. Afterwards, they will give the drawing of the outfits to the person on their right to give them new ideas for combinations of their outfits.</p> <p>7. Participants will be able to share their drawn designs on their social networks (Instagram, Facebook, LinkedIn, Twitter, TikTok, Pinterest, Behance...) using the hashtags #refashionizedproject and #erasmusplus. From these hashtags, they will be able to see the rest of the designs made by participants from other countries.</p>
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ACTIVITY 6: ARE MY CLOTHES THE RIGHT ONES?


Unit Title	Unit 2 Who Makes The Clothes We Wear
Activity number	6
Activity Title	Are my clothes the right ones?
Activity Method	Reflection, debate
Relevant Images	 <p>Source: Freepik</p>

Materials	ANNEX II paper, markers, bag or box to put all the papers in.
Aim of this Activity	This activity invites participants to critically analyse consumer behaviours in purchasing new clothing items, evaluating aspects such as necessity, sustainability and consequences of consumerism.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • To analyse the sustainability of purchasing choices and consumers' responsibility; • To encourage a reflection on personal needs and everyday practices/habits; • To understand the costs and consequences of impulsive buying; • To enhance critical thinking and the ability to make uninfluenced choices.
Activity Duration (in minutes)	25 minutes
Preparation	Trainers should print out the document ANNEX II for each of the participants. They should hand out markers on the participants' desks and should have a bag or box ready where all papers will be kept anonymously.
Implementation	<p>Ask learners to anonymously fill in ANNEX II and fold it in half.</p> <p>They should then put it in the trainer's bag or box.</p> <p>Once all the papers are in the bag, the trainer should start to take out each of them and say out loud the written answers.</p> <p>Together the participants should discuss whether the purchase of that item of clothing was really necessary, whether they think it is sustainable and whether they think its manufacturers had good working conditions.</p>

	<p>The trainer can separate the results by "right purchase" or "wrong purchase" and at the end observe and discuss where there are more papers and what is the opinion of the participants regarding this final result.</p> <p>Before starting the debate, the trainer should explain that comments and opinions should be made respectfully and politely so that the person who has written it does not feel attacked, as it is to learn from each other to be conscious about our purchases.</p>
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ACTIVITY 9: GOOD PRACTICES IN THE FASHION INDUSTRY!

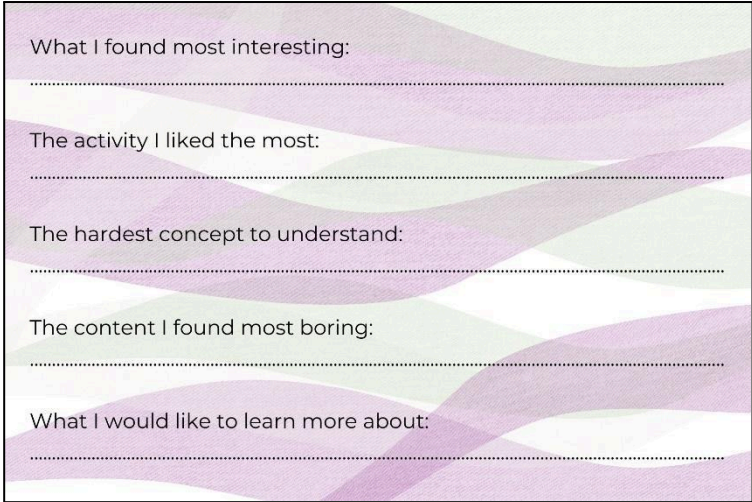
Unit Title	Unit 2 Who Makes The Clothes We Wear
Activity number	9
Activity Title	Good practices in the fashion industry!
Activity Method	Research

<p>Relevant Images</p>	 <p>Source: Freepik</p>
<p>Materials</p>	<p>Internet connection and laptop</p>
<p>Aim of this Activity</p>	<p>This activity familiarises participants with ethical and sustainable practices adopted by different brands, further developing critical thinking and raising awareness of individuals' responsibility in this matter. Moreover, this activity provides a chance to consider the environmental and social impacts of consumer choices and industries' responsibility.</p>
<p>Learning Outcomes of this Activity</p>	<ul style="list-style-type: none"> • improve research skills and analyse fashion companies that carry out good practices. • gain new knowledge about sustainable practices or social improvements in the textile industry. • self-reflect on whether they are customers of some of these fashion brands, and if not, think about whether they could be new customers or whether there is some aspect they do not like (style of clothes, materials, price, etc).

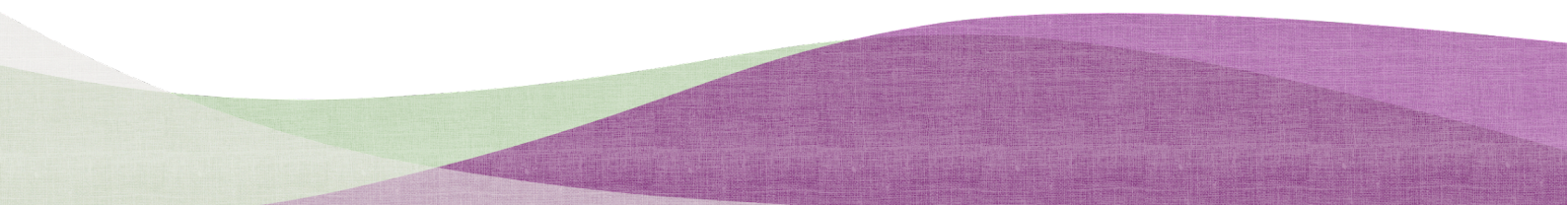
Activity Duration (in minutes)	15 minutes
Preparation	<p>Inform participants of the purpose of the activity.</p> <p>Suggest that they can look for companies in their area, their country or internationally.</p> <p>They can also look to see if any fashion brands they like have any good practices for the environment or their workers.</p> <p>Ask them to find 1 fashion companies that carry out good practices, in their industrial processes, in their external activities..., to generate a positive impact on the environment or on society.</p>
Implementation	<p>Explain the objective of the activity to the learners.</p> <p>Participants will have 10 minutes to look for information about a fashion company, they can write down the information summarised on a piece of paper or their computer. After the search time has expired, the trainer can ask participants which of the 2 companies they have found and what are the good practices they carry out. Participants can also raise their hands and explain, in the order in which they raised their hands, the companies they found and their good practices.</p>

ACTIVITY 11: WORKSHOP AWARDS

Unit Title	Unit 2 Who Makes The Clothes We Wear
Activity number	11
Activity Title	Workshop Awards

Activity Method	Feedback
Relevant Images	 <p>Source: UPV</p>
Materials	ANNEX III , markers/pens.
Aim of this Activity	The aim of the "Workshop Awards" is to simulate an awards ceremony and to collect learners' opinions in a fun and creative way while recognising the highlights of the seminar.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • enhance observation skills; • boost critical thinking and self-reflection; • reflect on the lessons learned.
Activity Duration (in minutes)	10 minutes
Preparation	<p>Print the cards in ANNEX III.</p> <p>Have an Excel file or similar ready to quantify the number of responses to know the winning content/activities.</p>
Implementation	The trainer should hand out a card to each participant and a pen.

	<p>Each participant must answer the questions in ANNEX III honestly and anonymously, and then give it to the trainer. Once the trainer has all the cards, they will begin to record the results in an Excel or similar file to determine the winners.</p> <p>After the tally, the trainer will say out loud what has won each statement, i.e. what has been the most interesting part of the seminar, which activity has been the most liked, etc.</p> <p>Finally, a discussion can take place where the participants can express their opinions on the results obtained and justify their votes if they consider it necessary.</p>
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Partners:

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