



Co-funded by
the European Union



ReFashionized

Fashion Evolution towards Sustainability

THE SUSTAINABLE FASHION BOOKLET

ACTIVITY SHEET UNIT 4

by LOTTOZERO



Jugend- & Kulturprojekt e.V.

KAINOTOMIA
κέντρο διά βίου μάθησης



Catwalk
Εργαστήριο Τίποτα Πολιτισμικό


LOTTOZERO

CELLOCK®
POWER OF INNOVATION AND TECHNOLOGY



UNIVERSITAT
POLITÉCNICA
DE VALÈNCIA

ACTIVITY 2: FASHION TALES

Unit Title	Unit 4 The sustainable fashion revolution has begun
Activity Number	2
Activity Title	Fashion tales
Activity Method	Ice-breaking
Relevant Images	 <p>Source: Canva</p>
Materials	//

Aim of this Activity	This activity aims to create a relaxed and engaging atmosphere for participants to introduce themselves while sharing stories about what they wear. By exploring the origins, reasons for purchase, emotional attachments, and anecdotes related to their garments, participants will not only break the ice but also begin to map out consumption habits and understand the underlying motivations behind fashion choices.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Reflecting on personal fashion choices by sharing stories about their clothing items; • Understanding the role of emotional attachment in shaping consumer behaviour and fashion choices; • Recognizing patterns in consumption habits by listening to each other's fashion tales
Activity Duration (in minutes)	20-30 minutes
Preparation	Start by explaining the purpose of the activity which is to learn more about each other's fashion choices and the stories behind them.
Implementation	<p>Invite each participant to introduce themselves by sharing their name and a brief overview of the clothing item they are wearing.</p> <p>Encourage them to include details such as where they purchased it, why they were drawn to it, and any special memories or emotional attachments associated with it.</p> <p>Each participant will take turns sharing their fashion tale with the group.</p> <p>Encourage participants to discuss common themes or differences in their fashion choices and the underlying motivations behind them. You can take note of common patterns or themes emerging regarding consumption habits, emotional attachments to clothing, and reasons for purchase.</p>

	<p>Conclude the activity by summarising key insights gained from the stories shared. Encourage participants to continue reflecting on their fashion choices throughout the workshop.</p>
--	--

ACTIVITY 4: UNDERSTANDING THE ENVIRONMENTAL IMPACT ACROSS A GARMENT’S LIFE-CYCLE

Unit Title	<p>Unit 4</p> <p>The sustainable fashion revolution has begun</p>
Activity number	<p>3</p>
Activity Title	<p>Understanding the Environmental Impact Across a Garment's Life-cycle</p>
Activity Method	<p>Group discussion</p>
Relevant Images	<p>The infographic, titled "THE JOURNEY OF THE GARMENT", illustrates the lifecycle of a garment through a series of steps represented by icons in a horizontal flow. Above the flow are three descriptive boxes: "Producing raw materials such as natural fibres, synthetic fibres, cellulosic fibres, plant-based fibres etc." (linked to FIBERS PRODUCTION), "Processing enhances raw fibers or yarns through mechanical and chemical treatments, aiming to improve their quality, appearance, or performance. Dyeing involves applying dyes or pigments to fibers or yarns to add color to textiles." (linked to FINISHING), and "Receiving goods, storage and inventory management, order picking, packing and shipping, quality control, maintenance and housekeeping" (linked to WAREHOUSE). Below the flow are three descriptive boxes: "The process of converting fibers, such as cotton, wool, or synthetic materials, into yarn or thread" (linked to SPINNING), "Knitting involves interlocking loops of yarn to create fabric. Weaving involves interlacing two sets of yarn, known as the warp and the weft, at right angles to create a fabric." (linked to KNITTING OR WEAVING), and "The process of cutting the fabric, assembling the garment (making), and adding any necessary finishing touches or trims" (linked to GARMENT MANUFACTURING). The final step, RETAILING, is described as "The process of selling goods or services directly to consumers for their personal use or consumption." The flow itself consists of seven chevron-shaped boxes: FIBERS PRODUCTION (green), SPINNING (purple), KNITTING OR WEAVING (green), FINISHING (green), GARMENT MANUFACTURING (purple), WAREHOUSE (purple), and RETAILING (green).</p>


	Source: Canva
Materials	Pen, paper, printed copy of the garment life-cycle image
Aim of this Activity	The activity aims to enhance participants' understanding of the environmental implications of various stages of a garment's life cycle.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Participants will gain a deeper understanding of the environmental impacts associated with different stages of a garment's life cycle • By analysing and discussing the negative environmental impacts at various stages of the life cycle, participants will develop critical thinking skills to assess the broader implications of garment production and consumption • Through group discussions and presentations, participants will enhance their ability to collaborate effectively with others and concisely communicate complex ideas • Participants will be able to apply theoretical knowledge about sustainability and environmental impacts to real-world scenarios, specifically within the context of fashion and garment production
Activity Duration (in minutes)	30 minutes
Preparation	Print the image of the garment's lifecycle. Divide the participants into small groups. Each group will be provided with pens, paper, and a copy of the garment life cycle image.
Implementation	Assign two or three stages of the life-cycle to each group (e.g., fibre cultivation/textile production etc).

	<p>Allow 20 minutes for group discussions to identify potential negative environmental impacts associated with their assigned stages.</p> <p>Groups will present their findings to the class, summarising their insights within a two-minute timeframe.</p> <p>Presentations should follow the order of the life cycle image, starting from fibre cultivation and concluding with disposal.</p>
--	---

ACTIVITY 6: SUSTAINABLE FABRICS

SOURCING

Unit Title	<p>Unit 4</p> <p>The sustainable fashion revolution has begun</p>
Activity number	6
Activity Title	Sustainable fabrics sourcing
Activity Method	Research, analysis, group discussion

Relevant Images	 <p>Source: Canva</p>
Materials	Internet connection and laptop, pen, paper
Aim of this Activity	The workshop aims to facilitate exploration and discussion surrounding the environmental effects of various fibres throughout their life cycle and the consequent choice for more sustainable ones.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Understanding the environmental impacts of different fibres • By suggesting more sustainable alternatives to traditional fibres, participants will demonstrate their ability to apply their knowledge to propose practical solutions for reducing environmental impact in the fashion industry • By working in groups and delivering presentations, participants will improve their collaboration skills and effectively communicate complex ideas

	<ul style="list-style-type: none"> Participants will be able to apply theoretical knowledge about environmental sustainability to practical scenarios within the fashion industry, specifically regarding fibre selection and its impact on the environment.
Activity Duration (in minutes)	30 minutes
Preparation	<p>Inform the students of the aim of the activity.</p> <p>Divide the participants into small groups.</p> <p>Confirm that the contents of Unit 4 have been shared with the participants or present the content if it has not been covered yet.</p>
Implementation	<p>Assign each group a different fibre to focus on: cotton, wool, viscose, and polyester.</p> <p>Allocate 20 minutes for each team to outline the negative impacts of their designated fibre.</p> <p>Encourage participants to consider environmental impacts such as air, land, and water pollution, and to explore additional potential impacts throughout the garment life cycle.</p> <p>Students can rely on the knowledge shared in Unit 4 and, if necessary, also conduct online research.</p> <p>After they have identified the main criticalities related to each fibre, they are asked to suggest other more sustainable options (for example, sustainable or organic materials).</p> <p>Each group will deliver a brief presentation of their findings to share what they have learnt with the rest of the class.</p> <p>Following the presentations, facilitate a debriefing session to reflect on the insights gained from the exercise and encourage further discussion on the environmental implications of different fibres and the alternatives available in today's textile industry.</p>

ACTIVITY 8: TRUE OR FALSE: CIRCULAR VS LINEAR ECONOMY

Unit Title	Unit 4 The Sustainable Fashion Revolution has Begun
Activity number	6
Activity Title	True or False: Circular VS Linear Economy
Activity Method	Reflection, gamification
Relevant Images	 <p>Source: Lottozero on Canva</p>

Materials	Paper, pen.
Aim of this Activity	The activity aims to deepen students' comprehension of the concepts of linear and circular economy in the context of the fashion industry, helping them distinguish between the traditional linear model and the innovative circular approach.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • By analysing and evaluating true and false statements related to linear and circular economies in fashion, participants will enhance their ability to think critically about sustainability issues and discern between different economic models • Learn about the fashion system's circular practices • Fostering a collaborative learning environment through group discussions and debates
Activity Duration (in minutes)	10 minutes
Preparation	<p>Annex I offers sample sentences for the facilitator.</p> <p>Prepare a list of sentences and their corresponding answers in advance, preferably identified within the respective submodule in Unit 4.</p> <p>Divide the class into teams or individuals, depending on the size of your class.</p>
Implementation	<p>Present the true or false statements one by one to the class, allowing each team or individual to write down their answer.</p> <p>After all the statements have been presented, reveal the correct answers and award points to teams or individuals who answered correctly.</p> <p>Encourage discussion after each statement to explain the reasoning behind the correct answer and address any misconceptions.</p>

	The team or individual with the highest score at the end of the quiz game wins.
--	---

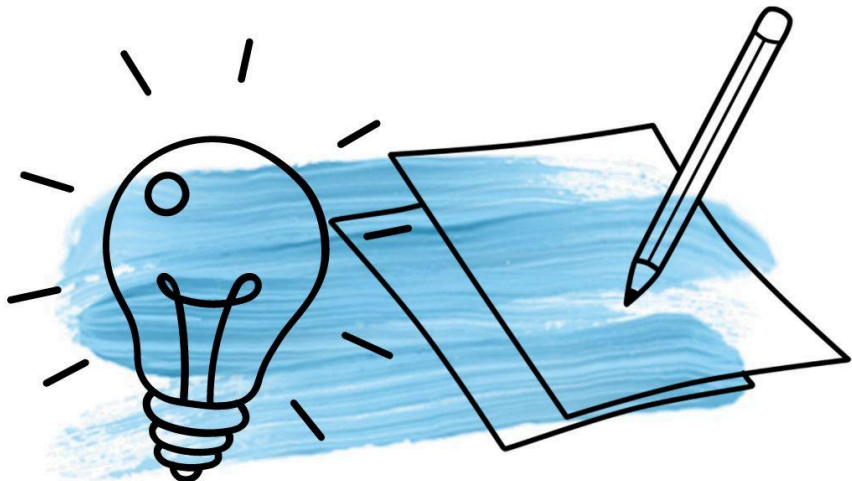
ACTIVITY 9: PROLONG THE LIFE OF YOUR GARMENTS

Unit Title	Unit 4 The Sustainable Fashion Revolution has Begun
Activity number	9
Activity Title	Prolong the life of your garments
Activity Method	Group discussion, debate

<p>Relevant Images</p>	 <p>Source: Canva</p>
<p>Materials</p>	<p>Whiteboard, pen, paper</p>
<p>Aim of this Activity</p>	<p>In this activity, each participant will have the opportunity to share their personal consumption experience and explore sustainable practices they could adopt to extend the life of their garments. The goal is to inspire with concrete ideas and practices applicable to everyday life.</p>
<p>Learning Outcomes of this Activity</p>	<ul style="list-style-type: none"> • Understanding the environmental impact of clothing consumption • Identifying personal consumption patterns reflecting on each personal habits • Exploring sustainable solutions for prolonging the lifespan of clothing items • Encouraging behavioural change, by developing personal action plans based on sustainable practices

	<ul style="list-style-type: none"> Create a supportive environment for sharing experiences and ideas, fostering a sense of community among participants
Activity Duration (in minutes)	30/ 40 minutes
Preparation	Introduce the theme and participation methods of the activity, so that all participants are informed and can interact effectively.
Implementation	<p>Ask each participant to share their personal experience regarding why they decided to stop using their clothing items and how frequently they do so.</p> <p>After each testimony, leave time for questions, comments, and reflections from other participants, encouraging discussions on possible challenges encountered and creative solutions adopted.</p> <p>Based on the shared experiences, guide the participants in the creation of a list of issues related to the lifespan of clothing items.</p> <p>All together, you can brainstorm solutions to address these issues. Please encourage them to imagine both common and innovative practices.</p> <p>Ask each participant to develop a personal action plan based on the sustainable practices discussed during the activity and share it with the other participants .</p>

ACTIVITY 10: REDESIGN YOUR GARMENT


Unit Title	Unit 4 The sustainable fashion revolution has begun
Activity number	10
Activity Title	Redesign your garment
Activity Method	Reflective and creative activity
Relevant Images	 <p>Source: Canva</p>

Materials	Paper, pencils and colours, laptop, internet connection
Aim of this Activity	The aim of this activity is to study the lifecycle of a garment, identifying key stages where interventions can be made to improve sustainability, therefore applying the knowledge gained through the Unit and the whole workshop, to redesign a garment for improved sustainability.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Develop critical thinking skills through the identification of sustainability issues within garments. • Enhance the ability to analyse garments, including their social, environmental, technological, and economic aspects, and go beyond their aesthetic values. • Strengthen problem-solving and design-thinking skills by suggesting solutions to sustainability issues identified within garments. • Encourage the capacity to look beyond the aesthetic value of a garment, considering its broader social, environmental, technological, and economic impacts. • Foster the development of students' creative vision and fashion design skills through the redesign process aimed at addressing sustainability concerns.
Activity Duration (in minutes)	30 minutes
Preparation	<ul style="list-style-type: none"> • Explain the purpose of the workshop. • Instruct students to select a garment they currently own and wear.
Implementation	<ul style="list-style-type: none"> • Ask students to carefully observe the garment, read the labels, and note down its main characteristics, including the type of garment, brand, country of

	<p>production, materials, production methods, and maintenance methods.</p> <ul style="list-style-type: none"> • Have students identify specific sustainability issues related to the garment's characteristics, such as materials and maintenance. (These are some reflective questions that could be helpful for them: Which cleaning methods does your garment require? How do these cleaning methods impact the environment negatively? Is the production company a multinational or a small brand? Can you find information about how they produce their clothes? What about the labour conditions in the country where it is produced? Can you recycle it? etc.) • Once they have identified the main criticalities, ask students to brainstorm alternatives to address each issue. • Students sketch their redesigned garments, considering how they can address the sustainability issues identified during the assessment phase. • Each student presents their redesigned garment to the class, explaining the sustainability issues they identified and the solutions proposed through their redesign.
--	---

ACTIVITY 12: LEARNING TREE

Unit Title	Unit 4 The Sustainable fashion revolution has begun
Activity number	10
Activity Title	Learning tree

Activity Method	Feedback
<p>Relevant Images</p>	 <p>Source: Canva</p>
<p>Materials</p>	<p>Post-its, markers/pens and whiteboard.</p>
<p>Aim of this Activity</p>	<p>This activity not only provides valuable feedback on what participants have learned but also visually represents the collective knowledge gained during the workshop. It encourages reflection, participation, and discussion, fostering a deeper understanding of sustainable fashion concepts.</p>

Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Reflect on the new knowledge gained by participants • Enhance critical thinking and self-reflection skills • Develop the ability to make more informed and sustainable fashion choices • Inspire participants to take action towards promoting sustainability in the fashion industry
Activity Duration (in minutes)	15 minutes
Preparation	<p>Draw or display an image of a tree on a large piece of paper or a whiteboard. Label it as the "Learning Tree."</p> <p>Provide participants with small sticky notes or paper leaves.</p>
Implementation	<p>Ask participants to write down one thing they have learned during the workshop on each sticky note or paper leaf.</p> <p>Invite participants to come up to the "Learning Tree" and place their sticky notes or paper leaves on the branches of the tree.</p> <p>Facilitate a brief discussion about the key learnings represented on the tree, highlighting common themes and insights.</p>

Partners:

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

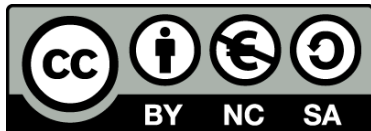
[Kainotomia & SIA EE](#) (Greece)

[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