



ReFashionized

THE HISTORY OF FASHION BOOKLET

ACTIVITY SHEET UNIT 10 by CATWALK



Co-funded by
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Jugend- & Kulturprojekt e.V.

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ACTIVITY 1: Human timeline

Unit Title	Unit 10 2000s - 2010s Fashion Bloggers & Vintage Trends
Activity Number	1
Activity Title	Human timeline
Activity Method	Ice-breaking
Relevant Images	 <p>Source: Freepik</p>
Materials	<ul style="list-style-type: none">• list of significant fashion events, trends, or cultural moments from the 2000s-2010s era• keyword cards
Aim of this Activity	The exercise helps participants understand the sequence of major fashion events, trends, or cultural moments from the 2000s-2010s era. By physically placing themselves to reflect a timeline, participants can visualise the time scale of fashion history over two decades. Moreover, as they find a way of communicating silently, this improves team-building and fosters a deeper connection to break down initial barriers.

Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Participants will be able to put in order the most important events and trends from 2000-2010. • Through active engagement with the timeline, they will be able to more easily recall and order historical events in the correct chronological order. • Participants will collaborate effectively with their peers and practise clear communication skills. • They will develop creativity by creating a visually appealing and unique timeline format.
Activity Duration (in minutes)	15 minutes
Preparation	<p>Prepare a list of significant fashion events, trends, or cultural moments (e.g. Alexander McQueen's VOSS Show in 2000, Twitter and Fashion Bloggers in 2006, Lady Gaga's Influence in 2009, The Rise of Instagram in 2012, The Rise of Sustainable Fashion in 2018, Billie Eilish's Oversized Aesthetic in 2019 etc.) from the 2000s-2010s era. Each participant will be assigned one of these events without the specific date attached. Examples of events could include the launch of the iPhone, the rise of social media influencers, the emergence of fast fashion brands, the debut of iconic fashion collections, celebrity fashion controversies, etc.</p>
Implementation	<p>Distribute the event cards randomly to each participant, making sure no one receives the same event.</p> <p>Explain the rules of the game: Participants must silently arrange themselves in chronological order based on the events they were assigned. They can use gestures, movements, or positioning within the room to indicate their placement in the timeline.</p> <p>Participants should observe each other's positions and movements to gauge where they might fit in the timeline. They can adjust their positions accordingly to create a cohesive chronological sequence.</p>


	<p>Give participants a designated amount of time to silently arrange themselves. You can monitor the activity and provide subtle cues or reminders if needed.</p> <p>After the allotted time, pause the activity and ask participants to freeze in their positions.</p> <p>Review the timeline as a group, starting from one end and moving to the other. Participants can silently observe the arrangement and make mental notes of the sequence of events.</p> <p>After reviewing the timeline, discuss as a group any discrepancies or points of interest that arose during the activity. Participants can share their observations and insights about the chronological order of the events.</p>
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ACTIVITY 4: Gen Z - Activity 1 and 2

Unit Title	Unit 10 2000s - 2010s Fashion Bloggers & Vintage Trends
Activity number	4
Activity Title	Gen Z - Activity 1 and 2
Activity Method	Gamification, discussion, reflection, quiz
Relevant Images	 <p>Source: Freepik</p>

Materials	paper and markers/pens (if needed)
Aim of this Activity	This activity aims to explore the influence of technology and media, specifically online platforms and TV series/movies, on fashion trends, with a focus on Generation Z. Participants will engage in a reflective discussion on how technology and media have shaped and transformed fashion in the 2000s and 2010s.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Understand the relations and influences between media and fashion • Reflect on the cultural significance and influence of fashion trends portrayed in media and online platforms. • Critically analyse the impact of media and technology in creating global and social interdependencies
Activity Duration (in minutes)	50 minutes
Preparation	<p>Prepare a list of social media/platforms founded in the 2000s and 2010s as well as movies/TV series.</p> <p>Ensure that participants have access to the questions and they are clear.</p>
Implementation	<p>Begin by introducing the game and explaining that it is divided into two parts.</p> <p>Divide participants into small groups.</p> <p>→ Tip: To facilitate the implementation of this activity, it would be beneficial to prepare a pre-assigned list of topics for each group beforehand. This will help to expedite the process and ensure that each group has a clear focus from the start.</p> <p>Encourage participants to reflect on the cultural significance and influence of the fashion trends identified, as well as the role of technology and media in shaping these trends. Conclude the session by summarising the main findings.</p>


ACTIVITY 6: Fashion Forward: Transitioning from Fast Fashion to Sustainability

Unit Title	Unit 10- 2000s and 2010s Fashion Bloggers and Vintage Trends
Activity number	6
Activity Title	Fashion Forward: Transitioning from Fast Fashion to sustainability
Activity Method	Reflection, Discussion, Research, Debate
Relevant Images	 <p>The illustration depicts a circular flow of sustainable fashion. In the center, a pink long-sleeved shirt with a yellow recycling symbol is hanging on a hanger. Above it, the word 'SUSTAINABLE' is written in a curved path. Below it, the word 'FASHION' is written. To the left, a woman in a yellow top and green skirt is walking towards the center. To the right, a woman in a green top and black pants is walking away from the center. The entire scene is surrounded by green leaves and yellow flowers, symbolizing a natural and sustainable cycle.</p> <p>Source: Freepik</p>
Materials	Smartphones/tablets, projector, online resources, journal articles, magazines, whiteboard/ flipchart, markers (if applicable)
Aim of this Activity	This activity aims to educate participants about the transition from fast fashion to sustainability in the fashion industry. Through this activity, the facilitator will encourage the participants to become agents of change in promoting sustainability both in their personal lives and within their communities.

Learning Outcomes of this Activity	<ul style="list-style-type: none"> ● Motivate participants to take responsibility for their fashion consumption habits and advocate for positive change within the industry. ● Equip the participants with practical information and resources on sustainable fashion practices including ethical sourcing, eco-friendly materials and responsible consumption. ● Encourage the participants to critically evaluate their own fashion choices and consider the broader implications of their purchasing decisions.
Activity Duration (in minutes)	40 minutes
Preparation	<p>Do research on the pros and cons of fast fashion and sustainable fashion practices, relevant case studies, and current trends in the industry. Gather resources such as articles, reports, videos and infographics to support the presentation of the participants. Secure enough space in the venue for the participants to do their presentations. Prepare and anticipate potential questions for the discussion and be ready for the responses based on your research and knowledge.</p> <p>Make sure to prepare flipcharts and markers if needed.</p> <p>Set guidelines and time for the smooth implementation of the activity.</p>
Implementation	<p>Divide the group into pairs. Explain that one pair will research fast fashion, its characteristics and its impact on the environment and society while the second pair will explore sustainable practices in the fashion industry including ethical sourcing, fair labour, eco-friendly materials as well as case studies of fashion brands or designers that prioritise sustainability.</p> <p>→ Tip: Provide in advance a list of online resources that participants can use to gather information.</p> <p>When the time limit is over, come back together as a group and share/present their findings. Choose one participant from each pair to present the summary of their findings to</p>

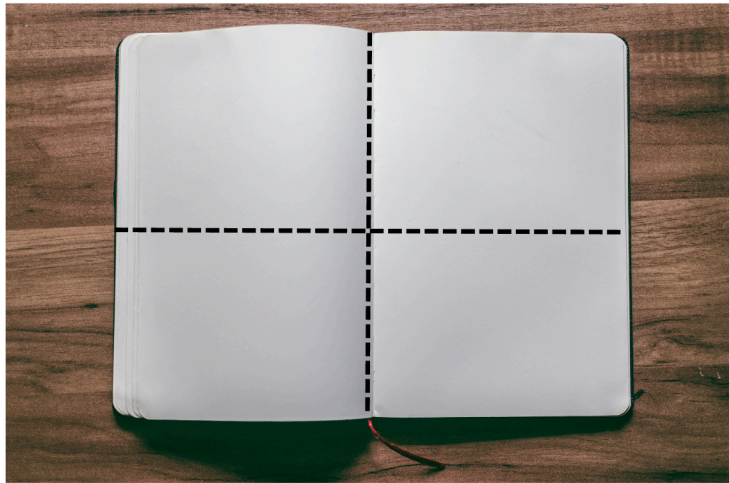
	<p>the rest of the group. Encourage questions and discussions among the group members as well as identify ways in which the participants can support sustainable fashion choices in their daily lives.</p> <p>To close the discussion within the given time frames reflect on the learning outcomes and their takeaways from the activity.</p>
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ACTIVITY 8: Fashion Bingo

Unit Title	Unit 10 2000s - 2010s Fashion Bloggers & Vintage Trends									
Activity number	8									
Activity Title	Fashion Bingo									
Activity Method	Gamification, discussion									
Relevant Images	<div><p>The image shows a 'Fashion Bingo' game board. It has a purple header with the title 'Fashion Bingo'. Below the header is a 3x3 grid of squares. The squares are colored in alternating shades of purple and green. The text in the squares is as follows:</p><table><tr><td>TV series/ movie</td><td>Sustainable Fashion Facts</td><td>Fashion icon</td></tr><tr><td>Must have item</td><td>Events</td><td>Social trends</td></tr><tr><td>Fast Fashion facts</td><td>Technology</td><td>Brands and relevance</td></tr></table></div> <p>Source: PPT</p>	TV series/ movie	Sustainable Fashion Facts	Fashion icon	Must have item	Events	Social trends	Fast Fashion facts	Technology	Brands and relevance
TV series/ movie	Sustainable Fashion Facts	Fashion icon								
Must have item	Events	Social trends								
Fast Fashion facts	Technology	Brands and relevance								
Materials	<ul style="list-style-type: none">• sheets showing 3x3 tables, pens									

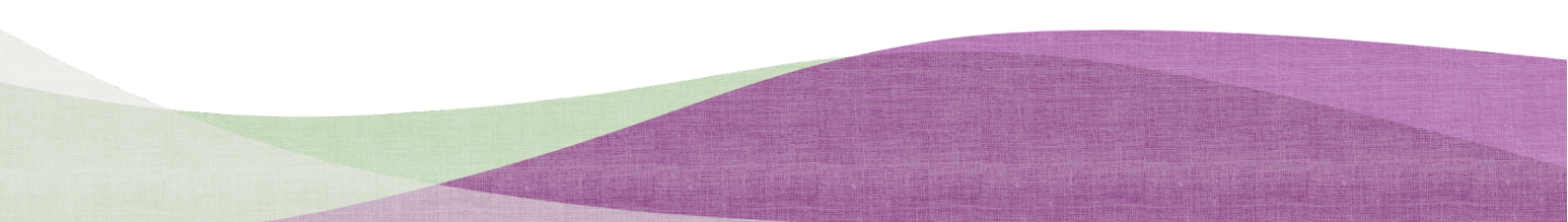
Aim of this Activity	This activity aims to reminisce about and celebrate the iconic fashion trends and items of the 2000s-2010s as well as spark a discussion among the participants.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Encourage participants to identify and analyse key fashion trends, styles, and influences that were prominent during that time. • Encourage critical thinking skills by encouraging participants to analyse and evaluate fashion trends according to broader cultural trends and values. • Create an engaging and interactive experience for the participants that helps build communication skills.
Activity Duration (in minutes)	30 minutes
Preparation	<p>Think about the categories you propose and try to anticipate potential keywords that participants might indicate.</p> <p>Set guidelines and time for the smooth implementation of the activity.</p> <p>Examples of categories to include in the Bingo might be TV series/movies; sustainable fashion facts; fast fashion facts; fashion icons; events; social trends; technology; brands and relevance.</p>
Implementation	<p>Begin by introducing the activity and explaining its purpose which is to revisit the iconic fashion trends of the 2000s-2010s. Ask participants to divide into pairs. Give each pair a sheet of paper with a 3x3 table and ask them to fill it with 9 keywords they would choose to represent fashion between 2000 and 2010. Once the participants have chosen their keywords, start reading aloud some of the categories, for example, popular fashion items, fashion icons, historical facts, brands, styles or subcultures, hairstyles, technology, TV series, inventions, movies etc. The group that marks more categories wins.</p>

ACTIVITY 9: 2-2-2-2 Doodle

Unit Title	Unit 10- 2000s and 2010s Fashion Bloggers and Vintage Trends
Activity number	9
Activity Title	2-2-2-2 Doodle
Activity Method	Discussion, Debate
Relevant Images	 <p>Source: Canva</p>
Materials	Sheets of paper, pens
Aim of this Activity	The main aim of the closing discussion is to consolidate the knowledge and skills acquired during the workshop. The activity is intended to be an opportunity for participants to reflect on what they have learned and how they can put this knowledge into practice. They will also have the opportunity to ask questions and raise concerns, as well as exchange ideas and perspectives with other participants.

Learning Outcomes of this Activity	<ul style="list-style-type: none"> • By reviewing key concepts and discussing their application, participants can solidify their understanding and ability to apply what they have learned. • Analysing concepts, asking questions and considering different perspectives encourages participants to think critically about the material. • Participating in discussions allows students to practise clear and concise communication as well as identify knowledge gaps.
Activity Duration (in minutes)	15 minutes
Preparation	<p>Create a friendly and safe atmosphere where participants feel free to express their opinions. Encourage active participation from all participants.</p> <p>Focus on the key issues discussed in the workshop. Prepare and anticipate potential questions for the discussion and be ready for the responses based on your research and knowledge.</p> <p>Set guidelines and time for the smooth implementation of the activity.</p>
Implementation	<p>Ask participants to fold a piece of paper in half horizontally, then open it up and fold it in half vertically, leaving four equal-sized squares. Choose four key concepts or facts (e.g. fast fashion, sustainable fashion, inclusive fashion, casualisation of luxury, social media phenomenon, gen-z, y2k fashion etc.) that you want learners to take away from the workshop. Tell the participants the first concept and give them two minutes to symbolically draw or write using keywords in one box about this fact or topic. After two minutes, tell them about the next concept and give them two minutes to scribble on that topic. Repeat until all four boxes have been filled or all four two-minute time slots have elapsed.</p> <p>When the time limit is over, come back together as a group and share your findings. To close the discussion within the</p>

	given time frames summarise the key findings, and reflect on the learning outcomes and their takeaways from the activity.
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Partners:

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

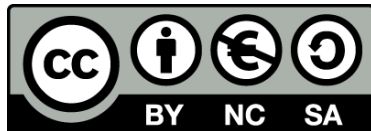
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