



## THE HISTORY OF FASHION BOOKLET

ACTIVITY SHEET UNIT 6  
by JUGEND- & KULTURPROJEKT e.V.



Co-funded by  
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KAINOTOMIA  
Kέντρο για την Καινότητα



Catwalk  
Εργαστήριο Τίποτα Πολιτισμικό

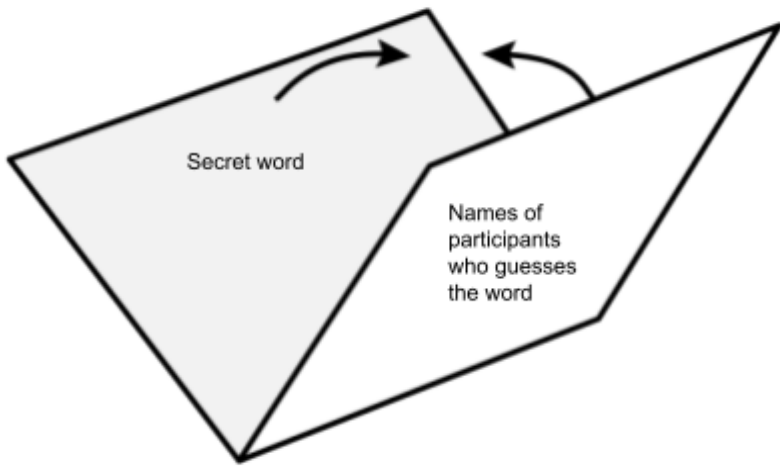
LOTTOZERO

CELLOCK  
POWER OF INNOVATION AND TECHNOLOGY



UNIVERSITAT  
POLITECNICA  
DE VALÈNCIA

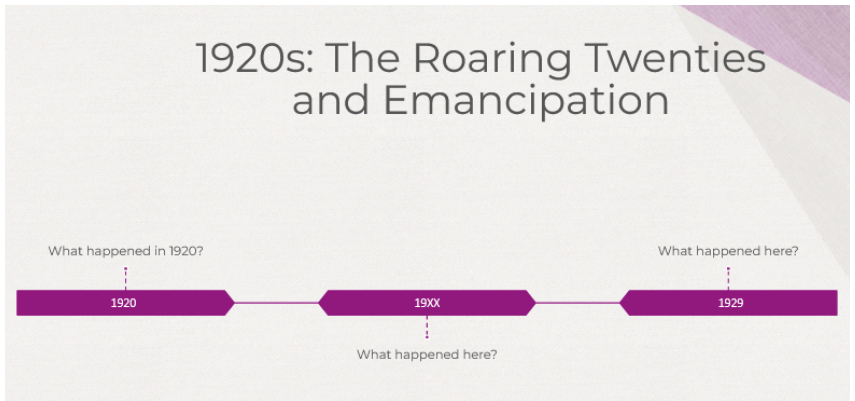
## ACTIVITY 2: Guess What

Unit Title	Unit 6 1920s and 1930s – Emancipation and the Great Depression
Activity Number	2
Activity Title	Guess what
Activity Method	Ice-breaking
Relevant Images	 <p>Source: <a href="#">Wikipedia Commons</a></p>
Materials	Folded paper, markers/pens.
Aim of this Activity	This activity serves as an introduction to the topic that will be explored further in different activities and stages of the workshop. Participants will gain an initial understanding of the topic and become familiar with key terms.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• Familiarise with key terms relevant to the Unit;</li> <li>• Interaction with other participants to create a co-learning experience;</li> </ul>

	<ul style="list-style-type: none"> <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)	15-20 minutes
Preparation	<p>1. Prepare in advance the secret words written inside every single folded paper. (The words chosen need to be easy to guess and adapted to the participants' knowledge level. Find inspiration from the following:</p> <p>→ For the Twenties:</p> <ul style="list-style-type: none"> <li>• Roaring</li> <li>• Right to vote</li> <li>• Gender roles</li> <li>• Economic boom</li> <li>• Short skirt</li> <li>• Short hair</li> <li>• Coco Chanel</li> <li>• Jazz Age</li> </ul> <p>→ For the Thirties:</p> <ul style="list-style-type: none"> <li>• Great Depression</li> <li>• Reuse</li> <li>• Broad shoulders</li> <li>• Puffed sleeves</li> <li>• House dress</li> <li>• Zip</li> <li>• Hollywood</li> </ul> <p>2. Distribute markers or pencils to every participant.</p>
Implementation	Each participant will hold a folded paper containing their secret word written inside. The secret words are based on the concepts that will be introduced during the workshop.

	<p>Participants will move around to guess the words, and if they guess correctly, their names will be added to the front and external parts of the paper.</p> <p>The winner is the participant who guesses more words.</p>
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## ACTIVITY 3: 1920s: Roaring Twenties and Emancipation timeline


Unit Title	<p>Unit 6</p> <p>1920s and 1930s – Emancipation and the Great Depression</p>
Activity number	3
Activity Title	1920s: Roaring Twenties and Emancipation Timeline
Activity Method	Discussion, gamification
Relevant Images	 <p>Source: <a href="#">PowerPoint</a></p>
Materials	<p>Markers/ pencils,</p> <p>flip chart or paper,</p> <p>Internet connection</p>
Aim of this Activity	Through a collaborative approach, participants will explore the events that marked the 1920s under different aspects, such as historical, political, economic, social and cultural.



Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>Participants will enhance their understanding of the multifaceted key events that characterised the 1920s.</li> <li>Through group discussion and collaboration, participants will boost their communication skills and ability to work as a team to analyse events and pitch their ideas.</li> <li>Participants will engage in critical analysis through group discussion to decide the events to include in the timeline according to their relevance in the fashion industry/evolution.</li> </ul>
Activity Duration (in minutes)	20 minutes
Preparation	<ol style="list-style-type: none"> <li>1. Divide participants into groups.</li> <li>2. Ensure every group has the materials needed to create the timeline.</li> <li>3. Explain the purpose of the activity.</li> <li>4. Clarify the duration and set a timer.</li> </ol>
Implementation	<p>Participants are invited to work together and discuss the events that shaped the '20s, thinking of their relationship with the fashion industry.</p> <p>They will provide at least the year and a brief description/title of the event.</p> <p>Once the time is over, create the timeline together through the suggestions of the groups.</p>


## ACTIVITY 5: True False Debate

Unit Title	<p>Unit 6</p> <p>1920s and 1930s – Emancipation and the Great Depression</p>
Activity number	5

Activity Title	True False Debate
Activity Method	Reflection, Debate
Relevant Images	 <p>Source: <a href="#">Freepik</a></p>
Materials	//
Aim of this Activity	<p>Through this activity, facilitators will test and reinforce the concepts and connections presented in the previous activity. A competition structured as a debate will engage participants in an entertaining learning experience on the Roaring Twenties and fashion trends of the decade. Moreover, the debate will enhance critical thinking and deepen the knowledge of the impact of external factors on the evolution of fashion.</p>
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• deepen participants' knowledge of the Roaring Twenties;</li> <li>• enhance critical thinking skills through analysing statements;</li> <li>• boost communication and public speaking skills by arguing the reasons behind their answers;</li> </ul>

	<ul style="list-style-type: none"> <li>improve participants' understanding of cause-effect relationships between external factors of the Twenties and fashion trends.</li> </ul>
Activity Duration (in minutes)	20 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 candies for each point scored or small items easy to count at the end, etc.).</p>
Implementation	<p>Divide the participants into two groups. Ask participants to identify the spokesperson in their group. Encourage the participants to practice active listening and be respectful during the debate.</p> <p>Read the question out loud and grant participants a minimum of 30 seconds to discuss the question among the group members.</p> <p>To guarantee equal participation, designate the group that will answer the sentence.</p> <p>Conclude the debate by giving space to celebrate both teams and ask further questions.</p>

## ACTIVITY 8: Thirties Gallery

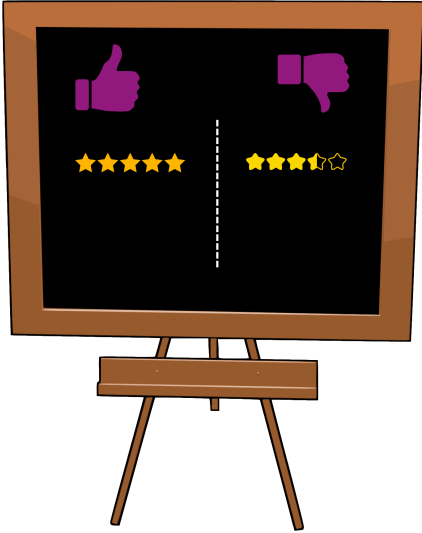
Unit Title	Unit 6 1920s and 1930s – Emancipation and the Great Depression
Activity number	8
Activity Title	Thirties Gallery
Activity Method	Group discussion/ art
Relevant Images	 <p>Source: <a href="#">Freepik</a></p>
Materials	Large poster board or flip chart paper; Markers, sticky notes, tape
Aim of this Activity	The activity involves the participants in the visual representation and slogan creation of the Thirties and its fashion trends. These methods will deepen participants' understanding of the decade and the role played by different factors in shaping the fashion industry. Teamwork and collaboration will be at the basis of the activity.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• Participants will gain knowledge about various aspects of 1930s fashion, including its historical context, icons and innovations.</li> <li>• Participants will boost their creative and communication skills through the preparation of visual representation and slogan creation</li> </ul>



	<ul style="list-style-type: none"> <li>Participants will develop a deeper understanding of the influence of external factors on fashion</li> <li>Participants will reflect on the power of fashion to express ideas and voice social and cultural messages</li> </ul>
Activity Duration (in minutes)	30 minutes
Preparation	<ol style="list-style-type: none"> <li>1. Divide participants into groups.</li> <li>2. Explain the rules and aim of the activity, informing the participants that they will present their visual creation and slogan.</li> <li>3. Prepare topics in advance to suggest to the participants.</li> </ol>
Implementation	<p>Provide each group with a topic (e.g. the impact of the Great Depression on fashion, the role of Hollywood, women's fashion, or the innovation of the zipper). Every group will be assigned or decide on a topic to represent through a catchy drawing and a slogan that will represent a particular aspect of the Thirties. After its completion, every group will introduce their work to the other participants.</p> <p>Conclude the activity by facilitating a reflection session, inviting participants to share their insights, challenges, and lessons learned from the activity.</p>

## ACTIVITY 10: Thumbs up - Thumbs down

Unit Title	<p>Unit 6</p> <p>1920s and 1930s – Emancipation and the Great Depression</p>
Activity number	10
Activity Title	Thumbs up - thumbs down

Activity Method	Feedback
Relevant Images	 <p>Source: <a href="https://www.canva.com/">Canva</a></p>
Materials	<p>Large poster board or flip chart paper;</p> <p>Markers, sticky notes, tape</p>
Aim of this Activity	Thumbs up - Thumbs down is a reflection game that will allow facilitators to collect feedback from the participants and identify areas of improvement or further doubts that have not been solved.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• enhance observation skills;</li> <li>• boost critical thinking and self-reflection;</li> <li>• reflect on the lessons learned.</li> </ul>
Activity Duration (in minutes)	10 minutes
Preparation	<ol style="list-style-type: none"> <li>1. Prepare a flip chart paper divided into two columns labelled "Thumbs Up" (positive) and "Thumbs Down" (negative).</li> <li>2. Provide each participant with sticky notes and markers.</li> <li>3. Ask participants to fill out three sticky notes.</li> <li>4. Invite participants to express their feedback with honesty and constructive criticism.</li> </ol>

Implementation	<p>Divide a flip chart paper into two columns named "Thumbs Up" (positive) and "Thumbs Down" (negative). Ask participants to silently indicate their feedback by placing a minimum of 3 sticky notes in the corresponding column.</p> <p>Under Thumbs Up, they will provide feedback on the topic or activity they liked the most.</p> <p>Under Thumbs Down, they will provide feedback on what can be improved, and which part was more difficult or less interesting.</p> <p>Allow a few minutes for participants to share their feedback visually, and then briefly discuss the responses as a group.</p>
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Partners:

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

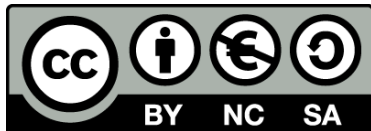
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