



# THE HISTORY OF FASHION BOOKLET

ACTIVITY SHEET UNIT 7  
by KAINOTOMIA



Co-funded by  
the European Union



Jugend- & Kulturprojekt e.V.

KAINOTOMIA  
Κέντρο για την Καινοτομία




Catwalk  
Εργαστήριο Τεχνών Πολιτισμού

LOTTOZERO

CELLOCK  
POWER OF INNOVATION AND TECHNOLOGY

UNIVERSITAT  
POLITECNICA  
DE VALÈNCIA


## ACTIVITY 2: Fashion Detectives

Unit Title	Unit 7 1940s and 1950s The Era of The Second World War
Activity Number	2
Activity Title	Fashion Detectives
Activity Method	Ice-breaking
Relevant Images	 <p>Source: <a href="#">Freepik</a></p>
Materials	Questions, flipchart, <a href="#">Annex Unit 7</a>
Aim of this Activity	This activity aims to engage participants in a fun and interactive discussion about fashion trends from the specified era. By incorporating a guessing game element, the activity aims to spark curiosity and encourage participants to explore historical fashion trends in a light-hearted manner.
Learning Outcomes of this Activity	<ul style="list-style-type: none"><li>• Encourages active participation and engagement</li><li>• Introduces participants to the unit topics</li><li>• Sharpens critical thinking fostering an atmosphere of friendly competition and mental agility.</li></ul>

Activity Duration (in minutes)	15-20 minutes
Preparation	<ol style="list-style-type: none"> <li>1. Prepare a seating arrangement in a circle and any props or visual aids you may choose to use.</li> <li>2. Establish ground rules for respectful communication and active listening to ensure that all participants feel comfortable sharing and guessing.</li> <li>3. Additionally, facilitators can find inspiration for their statements in <a href="#">Annex Unit 7</a>.</li> </ol> <p>Example:</p> <ul style="list-style-type: none"> <li>❖ <b>Statement 1:</b> In the 1940s, due to wartime rationing, utility clothing made from practical materials like rayon and cotton became popular among women.</li> <li>❖ <b>Statement 2:</b> Christian Dior's "New Look," characterised by slim silhouettes and full skirts, emerged in the fashion scene in the late 1940s, representing a departure from wartime austerity.</li> <li>❖ <b>Statement 3:</b> Men's fashion in the 1950s featured wide-brimmed fedora hats as a popular accessory, complementing tailored suits and polished shoes (<b>lie</b>).</li> </ul>
Implementation	<p>Participants sit in a circle, and the facilitator shares three statements about fashion trends from the 1940s-1950s. Two of the statements will be true, while one will be a lie. Participants will listen to the statements and try to guess which one is the lie. After all statements are shared, participants will have the opportunity to discuss and make their guesses. Points will be awarded to participants who correctly identify the lie.</p>

## ACTIVITY 5: Dior vs. Hepburn: fashion Debate


Unit Title	<p>Unit 7</p> <p>1940s and 1950s</p> <p>The Era of The Second World War</p>
------------	---

Activity number	5
Activity Title	Dior vs. Hepburn: Fashion Debate
Activity Method	Reflection, Debate
Relevant Images	 <p>Source: <a href="#">Freepik</a></p>
Materials	<p>Markers/ pencils,</p> <p>Flip chart or paper,</p> <p>Internet connection</p>
Aim of this Activity	The objective of this debate activity is to critically analyse and discuss the contrasting impact of Christian Dior's "New Look" and Katharine Hepburn's casual style on fashion and societal norms during the postwar era.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• Deepen participants' knowledge of Dior's influence and the controversy it sparked in society.</li> <li>• Boost communication and public speaking skills by arguing the reasons behind their answers</li> <li>• Participants will collaborate effectively within their assigned teams, organising arguments, and supporting each other during the debate process, fostering teamwork and interpersonal skills.</li> </ul>
Activity Duration	30 minutes



(in minutes)	
Preparation	<ol style="list-style-type: none"> <li>1. Divide participants into two teams (Team Dior and Team Hepburn)</li> <li>2. Explain the purpose of the activity.</li> <li>3. Clarify the duration and set a timer.</li> <li>4. Prepare key discussion points and questions to guide the debate and encourage critical thinking among participants. Consider the broader themes of gender, identity, and societal norms about fashion and cultural history.</li> </ol>
Implementation	<p>Each team prepares arguments supporting their assigned perspective:</p> <p><b>Team Dior:</b> Argue in favour of the elegance, sophistication, and transformative influence of Christian Dior's "New Look" on fashion and societal perceptions.</p> <p><b>Team Hepburn:</b> Argue in favour of the practicality, freedom, and empowerment embodied by Katharine Hepburn's casual and androgynous style. Allow for questions and comments from the audience to further enrich the discussion.</p> <p>Teams present their fashion icon's importance in opening statements, while in rebuttals, they counter opposing arguments. These stages foster persuasive argumentation and critical engagement, deepening understanding of fashion history.</p> <p>After the debate, facilitate a reflective discussion where participants can share insights gained from the debate and reflect on the complexities of fashion and societal norms during the postwar era.</p>


## ACTIVITY 8: Fashion Time Capsule

Unit Title	Unit 7 1940s and 1950s The Era of The Second World War
Activity number	8
Activity Title	Fashion Time Capsule
Activity Method	Group discussion
Relevant Images	 <p>Source: <a href="https://pixabay.com/">Pixabay</a></p>
Materials	PowerPoint, laptop, screen and projector, paper, pens
Aim of this Activity	This activity involves exploring fashion in the 40s and 50s, considering how historical and social events may have influenced those decades. Participants will be able to identify influences of those decades that continue to impact current fashion trends and explore their inner relationship with fashion.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• Participants will gain knowledge about the fashion history of the 40s and 50s while crossing a personal fashion journey</li> <li>• Participants will develop a deeper understanding of the influence of external factors on fashion</li> <li>• Opportunity for self-discovery and envisioning the evolution of style</li> </ul>

	<ul style="list-style-type: none"> <li>Strengthened team bonding through shared experiences, contributing to a positive team dynamic.</li> </ul>
Activity Duration (in minutes)	20 minutes
Preparation	<ol style="list-style-type: none"> <li>Distribute papers and pens to the participants</li> <li>Explain the aim of the activity</li> </ol>
Implementation	<p>Each participant will imagine how his/her/their style might have been influenced by living during World War II.</p> <p>Would utility and practicality be more important, or would they still prioritise personal expression? They will be encouraged to explore how their style may have evolved over the years. Are there distinct phases or changes influenced by societal events, cultural shifts, or personal experiences?</p> <p>Lastly, participants are asked to identify any fashion icons or figures who have influenced their style and consider why they resonate with them and what aspects of their style they admire. After having some time to write about their style, they will be encouraged to share their thoughts with the group and exchange opinions.</p>

## ACTIVITY 10: 1940s and 1950s Rewind

Unit Title	Unit 7 1940s and 1950s The Era of The Second World War
Activity number	10

Activity Title	1940s and 1950s Rewind
Activity Method	Feedback
Relevant Images	 <p>Source: <a href="#">Freepik</a></p>
Materials	Index cards or small pieces of paper, pens, markers
Aim of this Activity	“1940s and 1950s Rewind” promotes reflection, encourages active participation, and allows trainers to gain useful feedback for the presentation and detect areas that may need improvement or adjustments.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> <li>• Enhance critical thinking</li> <li>• Boost critical thinking and self-reflection</li> <li>• Deepen their understanding of the topic</li> </ul>
Activity Duration (in minutes)	10 minutes
Preparation	<ol style="list-style-type: none"> <li>1. Prepare index cards or small pieces of paper for each participant.</li> <li>2. Provide each participant with the cards and markers.</li> </ol>
Implementation	Ask participants to write down one thing they found interesting or learned from the presentation about the 1940s and 1950s fashion decades on one side of the card.



	<p>On the other side, ask participants to write down one question they still have or one aspect they would like to learn more about.</p> <p>Collect the cards from the participants. Facilitate a discussion where participants share their insights and questions with the group. Encourage participants to discuss the topics further and provide answers or insights where possible.</p>
--	---

Partners:

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

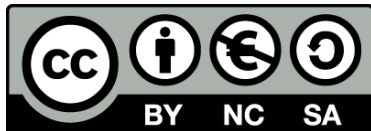
[Kainotomia & SIA EE](#) (Greece)

[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