



ReFashionized

THE HISTORY OF FASHION BOOKLET

ACTIVITY SHEET UNIT 9 by CATWALK



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ACTIVITY 2: Fashion Jump

Unit Title	Unit 9 1980s and 1990s – More is more
Activity Number	2
Activity Title	Fashion Jump
Activity Method	Ice-breaking
Relevant Images	 <p>Source: Envato Elements</p>
Materials	paper/cards Markers/pens tape/pins List of names/ characters and facts Prize (optional)
Aim of this Activity	This activity covers different benefits. It not only contributes to creating an engaging environment and breaking the ice, but it also works as an energizer and as an introduction to the relevant personalities that influenced the fashion trends of these decades.
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • Familiarise with the renowned names relevant to the timeframe examined • Improve listening skills and memory skills to recall visual information

	<ul style="list-style-type: none"> • Encourage interaction and engagement through equal participation in the activity • develop the ability to quickly reflect and answer
Activity Duration (in minutes)	15 minutes
Preparation	<p>The facilitator is encouraged to check the list provided under Unit 9_Annex I and familiarise themselves with the names provided and the relevant facts.</p> <p>If preferred, facilitators can add or change the names, tailoring the activities to their knowledge and preferences.</p> <p>Following, prepare cards with the names of the famous personalities. Take tape and pins for participants to hang the cards on their chests.</p> <p>Tip: keep with you the fact list with the solutions. Ensure there is enough space for participants to jump.</p>
Implementation	<p>Ask the participants to place themselves in a circle.</p> <p>Once every participant gets their card, the facilitator calls out a fact. If participants believe that this fact matches their card, they must jump.</p> <p>If they do not jump at the right time, the facilitator might ask them to perform something funny (sing a song, dance, challenge, etc.).</p> <p>Conclude the game by asking the participants to share their knowledge of the personalities of the cards and their relation to fashion.</p> <p>Tip: prepare some extra cards in case some participants want to change if they do not know the character. Offer them 1 minute to look around and see the other participants' characters.</p>

ACTIVITY 5: The Glam of the 1980s

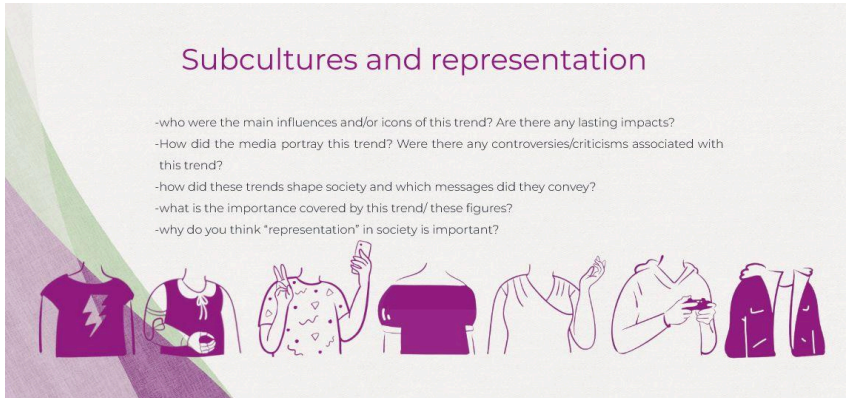
Unit Title	Unit 9 1980s and 1990s – More is More
Activity number	5
Activity Title	The glam of the 1980s
Activity Method	Discussion, gamification
Relevant Images	 <p>A vibrant purple mood board featuring various 1980s-inspired elements. It includes a white clothes hanger icon, a photograph of a man and woman in formal attire, a woman wearing a red dress with white polka dots, several vinyl records, magazine covers such as 'It's Raining' and 'Y.M.C.A. Village', a person in a black leather jacket, a colorful abstract pattern, a man in a black vest, a person with a large blue mohawk, and a peace sign wreath. A circular logo with the word 'Refashionized' is also present.</p>
Materials	<p>Source: Canva_Refashionized Fashion Mood Board Sample</p> <p>Online:</p> <ul style="list-style-type: none"> ● laptop ● Internet connection ● screen to display the final results <p>Practical:</p> <ul style="list-style-type: none"> ● magazines or printouts; ● scissors, glues; ● pencils, markers; ● flipcharts or papers

Aim of this Activity	<p>This activity aims to engage the participants in a creative exploration of 1980s fashion and culture. It encourages them to express personal perspectives and interpretations of the 80s glam through visual storytelling.</p> <p>The activity fosters collaboration, critical thinking, presentation and design skills while curating and arranging images to create visually appealing boards.</p>
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • encourage creativity and design skills through the fashion board. • to learn how to visually communicate a theme or concept through the arrangement of visual items • to strengthen teamwork and collaboration while discussing and deciding what elements to include in their fashion boards. • Practise presentation skills while presenting their fashion boards to the other group.
Activity Duration (in minutes)	40 minutes
Preparation	<ol style="list-style-type: none"> 1. Divide participants into groups. 2. Ensure every group has the materials needed to create the fashion board. 3. Explain the purpose of the activity. 4. Set a timer
Implementation	<p>Explain the purpose of the <i>fashion board activity</i> and the learning objectives.</p> <p>Participants are encouraged to use laptops to work online on the research and use online templates for mood boards. In this way, the classroom avoids paper waste.</p> <p>If the facilitators have magazines to use for this activity, then they are encouraged to provide them, with flipcharts or papers to use as a board.</p> <p>The participants will express their representation, knowledge and understanding of the 80s through</p>

	<p>juxtaposing images. The facilitator can encourage them to collaborate and share ideas as it is a group activity.</p> <p>If needed, provide assistance and guidance by answering questions about the era and fashion trends. Set a time limit and at intervals remind the participants of the remaining time.</p> <p><i>Tip:</i> To set the mood and enhance the experience the trainer can pick some of the 1980s hits.</p> <p>Some suggestions:</p> <p>"Thriller" - Michael Jackson (1982)</p> <p>"Billie Jean" - Michael Jackson (1983)</p> <p>"Every Breath You Take" - The Police (1983)</p> <p>"Girls Just Want to Have Fun" - Cyndi Lauper (1983)</p> <p>"Purple Rain" - Prince (1984)</p> <p>"Take On Me" - A-ha (1985)</p> <p>As the activity comes to its end, invite the participants to present their fashion boards. Each group can choose a leader or the group members can take turns to present and explain their design choices, elements used, and how they represent the 1980s glam.</p>
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ACTIVITY 8: Subcultures and representation


Unit Title	Unit 9 1980s and 1990s – More is More
Activity number	8
Activity Title	Subcultures and representation
Activity Method	Debate, presentation, research, visual representation

Relevant Images	 <p>Subcultures and representation</p> <ul style="list-style-type: none"> -who were the main influences and/or icons of this trend? Are there any lasting impacts? -How did the media portray this trend? Were there any controversies/criticisms associated with this trend? -how did these trends shape society and which messages did they convey? -what is the importance covered by this trend/ these figures? -why do you think "representation" in society is important? <p>Source: PowerPoint</p>
Materials	<p>laptop;</p> <p>Internet</p>
Aim of this Activity	<p>This activity engages participants in visual research that will clarify essential concepts to understand the 90s trends and their link to societal changes. Participants are invited to hone their critical-thinking skills through research and analysing pictures of the decade.</p>
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • understand the impact of key fashion trends of the 90s; • analyse visual elements to deduct theoretical information, boosting critical thinking; • develop skills in research and presentation, working on a defined topic; • gain insights into different perspectives on fashion and its social impact
Activity Duration (in minutes)	<p>50 minutes</p>
Preparation	<p>Divide the participants into three groups and assign them the following topics:</p> <ol style="list-style-type: none"> 1) Grunge fashion subculture: artists that defined the style. 2) Movies and TV series as trends leaders. 3) Supermodels and body image.

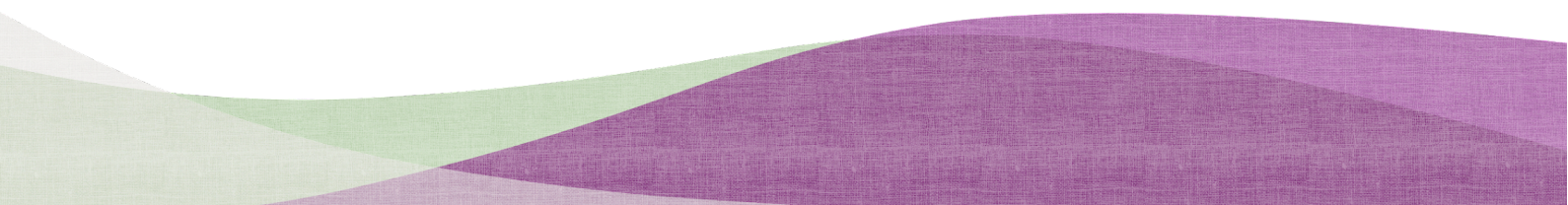
	Additional topics might be Hip-hop, led by Tupac, Notorious B.I.G.; fashion designers and their styles; punk revival with Green Day and the Offspring; Athleisure and sportswear.
Implementation	<p>Invite the participants to work on a topic, finding representative pictures, fun facts, and iconic moments. To facilitate the reflection, trainers can invite the participants to answer these questions:</p> <ul style="list-style-type: none"> - who were the main influences and/or icons of this trend? Are there any lasting impacts? - How did the media portray this trend? Were there any controversies/criticisms associated with this trend? - how did these trends shape society and which messages did they convey? - what is the importance covered by this trend/ these figures? - why do you think “representation” in society is important? <p>Participants will work in groups, collecting all the relevant images they can find. The theory must be based on the pictures and the interpretation given by participants.</p> <p>30 minutes will be assigned to the research, and 20 minutes for the representation (every group has 5 minutes to discuss their topic).</p> <p>Conclude the activity by reflecting on how representation in fashion and media can influence societal attitudes.</p>

ACTIVITY 9: Feedback map

Unit Title	Unit 9 1980s-1990s More is More
Activity number	9
Activity Title	Feedback map
Activity Method	Feedback

Relevant Images	 <p>Source: Envato Elements</p>
Materials	<p>papers, flip chart or board;</p> <p>markers, pens or chalk</p>
Aim of this Activity	<p>The participants are invited to go around and leave comments on the different topics and areas suggested by the facilitator. This structure will ensure a complete overview and evaluation of the workshop.</p>
Learning Outcomes of this Activity	<ul style="list-style-type: none"> • self-reflection and critical analysis of the workshop's implementation; • practice providing constructive feedback; • understanding different aspects and interconnections in the topics of the unit.
Activity Duration (in minutes)	<p>10 minutes</p>
Preparation	<p>Arrange the room for the participants to freely move around. Display in different parts of the room a flipchart or a board with the areas of evaluation. The areas to evaluate are the following: content quality; facilitator's effectiveness;</p>

	workshop structure; learning materials; and interactive activities.
Implementation	Participants are invited to go around the room and reflect on different aspects of the workshop, leaving anonymous comments or feedback. Encourage participants to visit each area of the feedback map and contribute their thoughts on the different aspects of the workshop.



Partners:

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

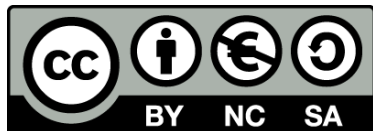
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