



ECO FASHION WEEK 2022

The teacher who prepares the lesson plan/sample project:	Erika Csákvölgyi
Title and topic of the lesson plan/project:	Eco Fashion Week
Recommended age group:	7-12. grades
Required time:	5x2 hours <i>Depending on local needs and possibilities, the time frame can be reduced or extended by a few hours.</i>

Eco Fashion Week

Principles

Often we buy far beyond our real needs, almost mindlessly, as it does not matter. The clothes we buy either pile up at home or end up in the bin soon. In the meantime, the raw materials and energy needed to produce them greatly burden the Earth. Not to mention the huge amount of 'invisible' waste that is generated, partly through production, distribution, and (dis)use. We can slow down and make environmentally conscious choices not only in our lifestyles but also in fashion.

Our message to students is: try to exercise moderation and think about your relationship with objects. Try to slow down a bit when it comes to fashion and buy things you really need.

However, as it is a difficult long-term task to change people's behaviour, you need to start the process of education in this area in the early school years of your children. Teaching students about the impact of their everyday choices on the world and their environment is a crucial key.

Goals

Raising awareness and sensitivity on the topic.

To raise environmental awareness of textile waste. To promote the reuse of clothes.

To raise awareness of the possibility of exchanging clothes (due to various reasons, like getting bored of the clothes, outgrowing etc.) would be a good method of reducing waste. Clothes that are not exchanged can be donated to charity, so the event has a positive social impact too.

Promoting new patterns of using clothes, eliminating the negative attitude towards the second hand.

Emphasising the importance of using the full life cycle of clothes. Children will take home good practices, which will have a positive impact on the habits of their parents and the wider family too.

Activities

Demonstrating the harmful effects of the clothing industry. Finding and learning about solutions.

Experiential pedagogy, special events promoting re-using second-hand clothes, e.g. clothes-swap day, recording rummage sale haul videos, D.I.Y., textile dyeing, "Get your creativity flowing! Do it yourself" workshops. To show how interesting and great things can be created from textile waste. Learning the tie-dyed techniques. Learning tailoring-sewing. Factory visit

"Rummaging for secondhand in a professional way" workshop. Fashion show of second-hand clothes. Capsule wardrobe design and presentation.



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Organisation of the project closing and presentation of the created products.

Target group

Pupils and their families, teachers, and staff of the educational institution, all interested persons through social media information platforms.

The long-term impact of the project, monitoring

Developing conscious consumer behaviour.

Monitoring of the clothing purchasing habits of the pupils involved, through a questionnaire on a monthly basis for one school year. Display of data in the form of a graph. Questionnaire: :
<https://forms.gle/qHostgBxtGDd4vXV6>

Activity, timetable	Aim of the activity, skills to be developed	Forms of work, methods	Tools, annexes
Day 1. The clothing industry and what's behind it (approx. 2 hours)			
Group formation			
Group formation: Each student chooses a piece of clothing. According to the garment chosen, the pupil will find his/her group. (The clothes they collect determine which groups are formed. The groups are teamed according to the type of clothes they choose. e.g. by colour- red, blue, white, green or by type: T-shirt, shirt, skirt, trousers, etc.)	Tuning in to the game, Raising awareness Group creation	Individual and group work	A piece of clothing corresponding to the number of pupils. (The clothes should be chosen so that they are made of all types of material, e.g. acrylic, polyester, cotton, linen, hemp, etc.)
The life cycle of a T-shirt			
The life cycle of a T-shirt What are you already doing for the environment? Collect them in a group using a word spinner! Visualise it using a spider web chart. Repetition, recalling prior knowledge	Repetition, recall of prior knowledge	Group work	Paper, felt pen
Who has a t-shirt on now?	Arousing attention, Tuning in	frontal work	
Did you know that this is one of the most popular items of clothing? Guess how many T-shirts are sold in the world every year? (two billion) Discuss whether this is a lot or a little compared to the fact that the world's population is about 7 billion.	Forming opinions, Debating arguments Oral drafting	Group work, frontal discussion	
Watch the short film: „The life cycle of a t-shirt”	Highlighting, Developing	Frontal work	interactive white board or projector,



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(6 minutes with Hungarian subtitles) Observation criteria: -How and where is it made, and how does it affect the environment? Collecting key phrases (re-watch the short film if necessary)	observational skills Understanding media texts, interpreting	Group work	internet https://www.youtube.com/watch?v=BiSYoeqb_VY&t=4s paper, felt pen
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Processing options (Differentiation is also possible with different levels of difficulty)			
Option 1 Create a drawing, educational poster or educational presentation about the life cycle of cotton T-shirts and their harmful effects on the environment.	Cooperative learning Developing manual skills, creativity, thinking Developing interpersonal and social skills in group work.	Creative work	white, coloured cardboard, drawing paper, felt-tip pen, coloured pencil, pastels, glue
Option 2 Illustrate the environmental impact of T-shirt production on a white T-shirt.	Developing creativity and hand skills	Creative work	white T-shirt, felt pen for textile
Option 3 Pairing the given statements and images	Developing text comprehension	Group work	Annex No 1 cardboard, glue
Option 4 Create a word cloud-based on key expressions using WordArt! They can create a word cloud in English too.	Developing digital competences Highlighting Developing foreign language skills (vocabulary development)	Group work	laptop, tablet, smartphone, projector to project the word clouds
Option 5 The short film will be shown without sound and subtitles and the pupils are asked to describe what they have seen.	Developing verbal expression	Group work	key terms
Reviewing, improving and evaluating tasks.	Repetition, evaluation, self-evaluation	Frontal work	Completed works



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What can I learn about a garment? Getting to know the materials			
The labels of the clothes used to form the group should indicate what they are made of. Group the materials, the clothes (synthetic - polyester, polyacrylic - natural wool, cotton, linen, hemp, silk)	Attention, thinking Using already existing knowledge	Individual work Frontal work	clothes made of various materials
Preparation of a basic material compendium Groups work on one or two raw materials and produce a short, concise, eye-catching, educational poster (A/3 size) using digital techniques. The posters will be printed out for the final project.	Getting knowledge Research on Internet Developing digital competences	Group work	laptop, smartphone printer, internet https://fenntarthatodivat.hu/alapanyagok/
Nowadays, most of the garments of popular fashion brands are made of synthetic materials, including all materials starting with "poly", such as polyester or polyacrylic. What do they have in common? That they all contribute to microfiber pollution. But what are these microplastics? Watching the short film " The history of microfibres " while learning about the exercise prepared for the project.	Practicing reading comprehension Understanding and interpreting media texts Recognising cause and effect relationships		https://www.youtube.com/watch?v=BqkekY5t7KY&t=38s
The groups are given a short, incomplete text on the history of microfibres. They should complete it with the words given.	developing text comprehension and reading skills	Group work	Annex 1.
Presentation, display and evaluation of posters Reading, correcting and evaluating supplementary texts	developing verbal expression		interactive board
Day 2.The real price of being cheap - The Fashion Revolution movement (3 hours)			
Fast Fashion - The real price of cheap fashion			
By fast fashion, we mean all companies that specialise in bringing trends to consumers at a much lower price by copying the latest luxury brands. But what is the real cost of this cheapness? Watch the documentary film: The True Cost: Who Pays the Real Price for YOUR Clothes Make a note of the one sentence that resonated with you the most!	Gaining knowledge, highlighting points, developing observation skills	Frontal work Explanation Observation	https://www.youtube.com/watch?v=5-0zHqYGnlo&t=2608s&ab_channel=ENDEVR interactive whiteboard or projector, internet
		Individual work	



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			writing utensils, paper
<p>Students should make a list of the brands and origins of the clothes they are wearing. Then hand out the sticky notes and ask the pupils to write down where their clothes come from. On a map of the world they should mark all the countries where their clothes were made. Estimate how far each garment has travelled to reach the Hungarian shop.</p> <p>Then ask the students if they know which nationality their clothing brands represent. These countries are also marked on the map, and then calculate how far the garment would have travelled if the brand companies had produced it in their own country?</p>	<p>Developing thinking and counting skills developing orientation skills</p> <p>Searching for information, acquiring new knowledge</p>	<p>Individual work</p>	<p>world map, writing utensils, sheets, sticky notes, smartphone, internet (atlases and ruler for more accurate kilometer calculations)</p>
Processing options			
<p>1.- Let's discuss the lessons learned from the video and the previous exercise:</p> <ul style="list-style-type: none"> -Why do companies outsource production to distant countries? -What are the negative environmental and social impacts? -What are the negative and positive effects on the country of production? -How is it possible to keep the price of these clothes so low? -Who and how does it pay for the average person in a modern country to be able to buy hundreds of new clothes every year? If not us, who pays the real price? 	<p>Thinking, analysis-synthesis Developing verbal expression</p>	<p>Conversation Pupils' observations: Human rights violations, hunger, insecurity, child labour, poor working conditions, serious environmental pollution (use of pesticides, carbon dioxide emissions), huge amounts of textile waste, slow decomposition (approx. 200 years)-toxic chemicals distorted values - advertising - psychological problems</p>	
<p>2.- Processing lessons using the dispute method. The topic of the debate: Fast Fashion (good or bad) Collect pros and cons!</p>	<p>Public speaking, communication and argument skills, critical and logical thinking, developing</p>	<p>Group work interactive</p>	<p>Resources for implementing the dispute method http://geogo.elte.hu/images/Disputa</p>



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	perceptive listening, advocacy		Munkanelkulise g.pdf
<i>Fashion Revolution movement</i>			
Fashion Revolution is a non-profit organisation and a worldwide movement. It was organised after the Rana Plaza tragedy in the UK. It campaigns for a transparent fashion industry because transparency is the pillar of sustainable, ethical fashion.		Frontal work, explanation	
<i>How to join the Fashion Revolution movement?</i>			
Check online, find out the different options and choose which one you want to implement! You can find more educational material and activities on this topic (in English) at the given links	Data collection, recording Developing digital competences	Individual work	https://hollyduck.hu/2019/02/19/hogyan-csatlakozz-a-fashion-revolution-mozgalomhoz/ https://www.fashionrevolution.org/about/get-involved/educator-education/resources/
1. Write a love letter to your favourite outfit! Instead of buying new clothes, let's fall in love with our own clothes again and again! Share the story of your favourite outfit in a video, blog post, Insta-story - wherever you like! Use the hashtag #fash_rev.	Developing written expression	Individual work	smartphone
2. Post on instagram! Show your favourite clothes turned inside out! Tag the brand by pointing to the tag and ask: #whomademyclothes	ICT development creativity	Individual or pair or group work	smartphone
3. Make an alternative haul video-#haulternative! Haul videos are where YouTube stars show what they have bought. This is when fast fashion pieces come out in bags. Fashion Revolution encourages you to revamp your wardrobe without buying	ICT development	pair or group work	smartphone This exercise will be carried out later, as the video topics will be dealt with afterward. (second-hand clothes shopping,



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<p>new clothes and make videos from it. Themes can be clothes swaps, second-hand clothes shopping, D.I.Y. videos, etc. These will be covered in the next lessons.</p>			DIY ideas - tie-dye, cutting-sewing)
Day 3 Slow Fashion - Let's slow down fashion together-D. I.Y. ideas			
<p>Mindless consumption produces millions of tonnes of textile waste worldwide every year. To combat this wasteful trend, the slow fashion movement has emerged, which aims to create a consciousness among consumers when buying clothes. Slow fashion is a choice to take responsibility for protecting our environment through the fashion choices we make. We use words like quality, consistency, environmental awareness, savings, individuality, and style. How can you get involved in the movement? Let's brainstorm and find solutions together! We'll put your ideas in a pyramid-shaped visualisation tool similar to the food pyramid.</p>	Developing thinking	Frontal work	Annex 3 pyramid made of cardboard paper, pen, glue or adhesive tape
D.I.Y.- DIY ideas (optional)			
Tie-dye: 1 hour			
<p>They've faded, become patchy, or simply gone out of fashion, yet we can't part with them. Tie-dye is a super technique to save or give new colour to old clothes. Tie-dye is back on trend, so make the season's hottest pieces quickly and cheaply!</p>	Developing creativity and manual skills	<p>Practical work Tie-dye technique video: https://www.youtube.com/watch?v=e1pLnvHChDA</p>	<p>cotton T-shirt or T-shirt, dye for clothes, vinegar for fixing, salt, pots to dye in, wooden spoon, twine, rubber bands, scissors, drying cord, iron http://csakkreativanc.blogspot.com/2018/03/batikolas-lepesrol-lepesre-batik-step.html</p>
Cut and stitch (if the school has a sewing machine) 2 hours			
<p>The pupils will learn about the parts of a sewing machine and the basics of</p>	Creativity manual skills	practical work	old outgrown or no longer used



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its use. Emphasis is placed on using the full life of the garments. This will also reduce the amount of textile waste. They can make simple objects out of old clothes and scrap materials. e.g. shopping bags, phone cases, small gifts			clothes, scraps of fabric scissors, sewing machine, thread
Textile dyeing: 1 hour			
Turn a simple T-shirt into something unique with textile dyes.	Develop creativity, manual skills	Practical work With a stencil or on your own	https://www.youtube.com/watch?v=SMGNYYDeGI8 white T-shirt (or t-shirt), templates, textile felt, textile paint, brush
Day 4 Shop at the second hand market! 2 hours (if nearby) Factory visit (1 hour)			
A visit to a Second-Hand shop. „Rummaging in a professional way” workshop in the shop. When we shop in these shops, we are not spending our money on companies that are working in the fast fashion business. It's a commendable thing to buy second-hand for the durable items we need, including clothes. The reason is simple and very tangible: as long as we keep an item in circulation, it will never become (that kind of) rubbish waiting to be disposed of in an uncontrolled place.	Promoting new ways of use, eliminating negative attitudes towards "second hand".	Rummage If the shop supports the school and the awareness workshop, you can ask the owner to provide the selected clothes to the pupils. A second-hand clothes fashion show can be organised at the end of the project.	A visit to a Second-Hand shop https://www.hogyankell.hu/Ruh%C3%A1lt_turk%C3%A1lni Annex 4
Day 5 Project Closing 2 hours			
A. A. Closing event B. - exhibition of posters and products (Tie-died T-shirts, bags, etc.) created during the week C. -organise a second-hand clothes fashion show D. -assemble and present a capsule wardrobe E. -organise a clothes exchange bazaar F. (Clothes that are not exchanged can be donated to charity, so the event has a positive social impact.	Developing creativity and organising skills	Creative work	Preparation of invitations for the project closing ceremony
G. Let's organise a campaign to promote conscious clothing shopping habits!	ICT development	Group work	computer, internet, smartphone



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The task is to create a Facebook page, a website or a blog. Aim to convey information that raises awareness of individual responsibility and the fact that everyone can do something for a more sustainable, liveable future. The team with the most likes will receive a prize.			reward
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It was 2022 Sustainability Week's pilot project and lesson curriculum's competition's winner. It was made possible and can be possible due to 2020 year's curriculum.

<https://www.youtube.com/watch?v=MdJVk5daqbM>

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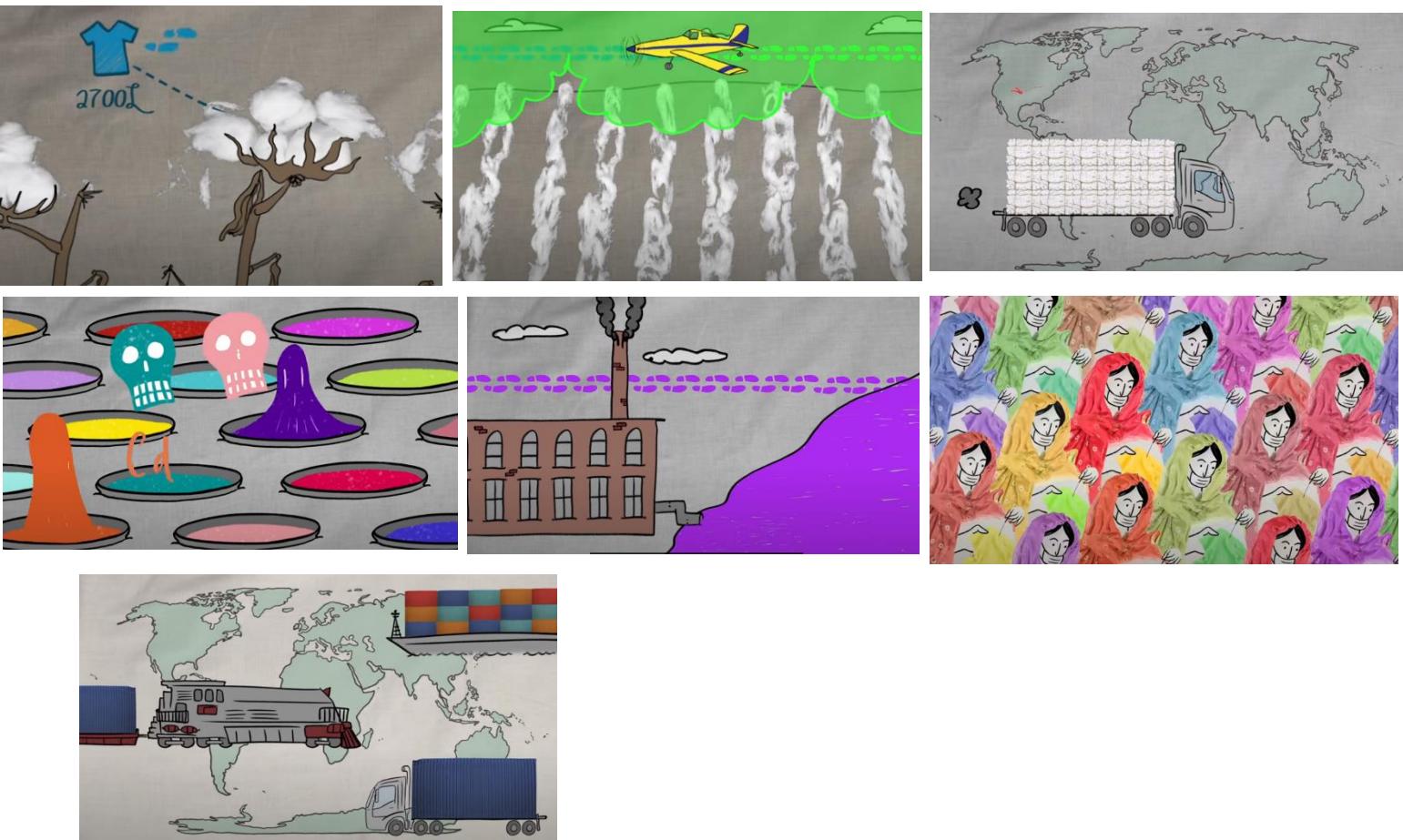
Annex 1

- A.) Cotton production requires a lot of water.
- B.) Cotton is a very delicate crop, so it requires for planting huge amounts of pesticides and herbicides. These substances can be carcinogenic, damaging to the health of the growers and the surrounding ecosystem.
- C.) Cotton bales are usually shipped to China, India, and Bangladesh for processing.
- D.) About 70% of the textiles are dyed in bright colours. Unfortunately, some of them contain carcinogens such as cadmium, lead, chromium and mercury.
- E.) Toxic waste water from processing is discharged into rivers and oceans.
- F.) Workers work in poor conditions and for low wages.
- G.) To keep costs down, clothes are made through long supply chains, with all stages of production taking place in other countries. Cotton is grown mainly in India, the USA, China and Brazil, production is concentrated

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mainly in South-East Asian countries, the clothes are sold mainly in Western countries, and finally, most of them end up in Africa. The garment industry contributes 10% of carbon emissions.

Photos:



Annex 2

Processing of the video „The Story of Microfibres” (2:47 - with Hungarian subtitles)

(The words highlighted in red are given for the pupils to fill in.)

Microplastics pollution is an issue of growing concern to us, and several initiatives have been launched to raise awareness. Microplastics can be created, for example, when we wash our clothes made from synthetic materials. A single piece of synthetic fibre garment is washed and 1,900 microplastics fibers are torn out. The problem is that these tiny fibres are so small that they are not picked up by the filtration system and end up in groundwater, rivers, seas and oceans. When they reach the ocean they act like sponges, sucking in other pollutants. They act like little toxic bombs, full of motor oil, pesticides and industrial chemicals. And fish in the oceans eat them without knowing it. To put it very simply, sooner or later, we eat these particles and the contaminants that stick to them through the fish.

Annex 3

Pupils should write their ideas on a post-it note and stick them in an appropriate place

Examples:



Annex 4

„Rummaging in a professional way” workshop

Shopping in a second-hand clothes shop is not always easy, as the different types of clothes are not over-arranged, often just waiting for the customer in a big pile. For this reason, many people avoid this type of shop, even though there are many treasures to be found that are unique and that you will certainly not come across on the street. With a few tips, the students can become an expert of rummage for second-hand clothes too.

1. Go shopping with a purpose.
2. Enjoy. Take the time to browse through the many colours, shapes and fabrics. It can also be a real relaxation from touring.
3. Let's renew your second-hand clothes: If you find clothes that you love but aren't in the best condition, see if they can be renewed.. For example, you can save a fluffy sweater, sew on sequins or sew up a rip. Also try to buy clothes made from good quality materials that can be worn for a long time. Sometimes brand labelling can help with this.
4. You can't do this in a hurry. Take the time to look for clothes just as much as you take the time to try them on.
5. Go shopping in the right clothes: It may sound strange to go clothes shopping in the right clothes, but think about it. Many second-hand shops don't have proper fitting rooms, just mirrors against the wall, or you don't want to wait in the long queue, so it's a good idea to go in clothes that you can easily try on- For example, wear a neutral coloured top and leggings.
6. Have a capsule wardrobe: this means having a few basic pieces of clothing in your wardrobe at home at all times, which you can add colour to. For example: jeans, black trousers/skirt, plain jacket, white/black t-shirt, etc.

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