INTERNATIONAL EDUCATION WEEK
2022 – TEACHER RESOURCES

DC Publics School
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Background

Celebrate International Education Week by highlighting UN Sustainable Development Goal (SDG) 12. Goal 12 (Responsible Consumption & Production) is about ensuring sustainable consumption and production patterns in order to prevent over-extraction of resources and protect the environment from degradation. The lessons and materials in this resource will take a deeper look at how you and your students can make a difference in the world as sustainable consumers.

For more information visit UCI Global Engagement Office Page | IEW 2022 and UN Sustainable Development Goals | Goal 12
Global Thinking Routines (5-15 minutes)

Global thinking routines can be used across grade levels with careful resource selection and adaptations. Below are examples and resources connected to Global Goal 12 (additional levels and alternative formats for some resources in endnotes). Resources can also be used with other thinking routines. For more information on global thinking routines visit [Project Zero's Thinking Routine Toolbox](#).

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Activity</th>
<th>Suggested Resources</th>
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</table>
| Step In - Step Out - Step Back     | A routine for nurturing a disposition to take social/cultural perspective responsibly | **Choose**: Identify a person or agent in the situation you are examining.  
**Step-in**: Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?  
**Step out**: What else would you like or need to learn to understand this person’s perspective better?  
**Step back**: Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else’s? | [Article: Why Fast Fashion Isn’t a Good Look: An Ethical and Environmental Perspective by Mehek Bhargava](#)  
Image: “Working Hours” from [Labour Behind The Label](#), Dhaka, Bangladesh, March 2010 |
| Unveiling stories                  | A routine revealing multiple layers of meaning.       | What is the story?  
What is the human story?  
What is the world story?  
What is the new story?  
What is the untold story? | [Article: America’s Top Designers Are Both Embracing and Breaking With Tradition by Max Kutner](#)  
6 Interesting Facts About Fast Fashion for Kids by Jenny Tsui |
| How Else and Why?                  | A routine for cultivating a disposition to communicate across difference. | 1. **What I want to say is...** (Student makes a statement and explains intention)  
2. **How else can I say this? & Why?** (Student considers intention, audience and situation to reframe language, tone, and body language) | [Article: The 10 Essential Fast Fashion Statistics By Owen Mulhern](#) |
### 3. How else can I say this? & Why?  
(Student considers intention, audience and situation to reframe (language, tone, body language)  
4. (Repeat questions)

| Circles of Action | A routine for organizing one’s understanding of a topic through concept mapping. | What can I do to contribute...  
1. In my inner circle (of friends, family, the people I know)?  
2. In my community (my school, my neighborhood)?  
3. In the world (beyond my immediate environment)? |
|-------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Video: Kids Go Green: Eco-Fashion (k-2,3-5) | Image: fabrics wrapped up in Recycle Symbolism vi  
Article: Newsela: Old clothes soon may be recycled, not trashed (see endnotes for additional levels and Spanish versions) vii | Image: A Pile of Wonders vii |

- For more great resources check out: Smithsonian Learning Lab Collections Sustainable Fashion vs Fast Fashion
Lesson Plans by Level (30-60 minutes)
Sustainability and The Lorax by Dr. Seuss (K-2, 3-5)

- Adapted from The Lorax by Dr. Seuss Lesson Plan (Grade K-5) (stocktonusd.net)

<table>
<thead>
<tr>
<th>GLOBAL COMPETENCE LESSON PLAN:</th>
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<tbody>
<tr>
<td>Teacher's Name:</td>
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<td>Grade(s):</td>
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<tr>
<td>Subject(s):</td>
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<tr>
<td>K-2, 3-5</td>
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<tr>
<td>ELA, Social Studies, Science</td>
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COMMON CORE STATE STANDARDS

*Standards will vary depending on focus skills and contents*

TOPIC OF REAL WORLD LOCAL/GLOBAL SIGNIFICANCE
(What matters most for students to learn)

Why does learning this topic matter for my students to understand? What important aspects of or patterns about the world (local or global) will my students come to understand through a study of this topic? How does my topic invite students to understand important aspects of my discipline or build understanding across disciplines? How will exploring my topic offer ample opportunities for my students to develop Global Competence?

Through this lesson students will come to understand and discuss the potential danger of pollution from clothing factories to planet Earth and to human health.

GLOBAL COMPETENCE - UNDERSTANDING GOALS

Deep and rich understanding of topics is best achieved through focused, clear, relevant, and manageable goals. What are the few key powerful ideas, capacities, or dispositions that students will need to build an understanding of the chosen topic? What specific global competencies are most relevant as the focus of this unit? How can I phrase and sequence my goals so that they clearly represent the arc of learning I have in mind? How can I phrase my goals so that they are accessible students?

The key ideas, capacities, dispositions and global competencies student will need to build an understanding of the topic are...

- Students will be able to identify and discuss the impact of clothing factories can have on an environment (Communicate Ideas).
- Students will be able identify actions they can take to support a healthy environment (Take Action).

RESOURCES

The Lorax by Dr. Seuss
Video: Dr Seuss - 'THE LORAX' Read by Danny DeVito

KEY VOCABULARY

Lurks (p. 4): lies hidden
Dank (p.4): unpleasant and damp
Tufts (p.16): clump, clusters, of long flexible grass, hair, or threads
Full tilt (p.30): with full force
Grips (p.40): filled with unhappiness  
Woefully (p.55): unhappy, hopeless  
Hack (p.61): chop

<table>
<thead>
<tr>
<th>KEY LEARNING EXPERIENCES</th>
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<tbody>
<tr>
<td><strong>INTRODUCTORY EXPERIENCE</strong></td>
</tr>
<tr>
<td>A. What will students do and or think about in order to orient themselves toward the topic?</td>
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<td>B. What provocations/visits/resources/ links / thinking routines will I use to orient them?</td>
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<td>C. How will I gather information about students’ initial ideas, values, dispositions toward the topic?</td>
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<tr>
<th>Introduction (15-20 minutes):</th>
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<tbody>
<tr>
<td>- Observe and discuss: Have students observe their school site, clothes and shoes.</td>
</tr>
<tr>
<td>- Have them list some essential items, and ask them to think about these questions:</td>
</tr>
<tr>
<td>o Where do the things you see come from?</td>
</tr>
<tr>
<td>o What are they made of?</td>
</tr>
<tr>
<td>o How did they get here?</td>
</tr>
<tr>
<td>- As a group, discuss whether any environmental damage has been done to produce or deliver these items. What could the kids do to improve the situation?</td>
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</tbody>
</table>

<table>
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<tr>
<th>GUIDED LEARNING EXPERIENCES</th>
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<tbody>
<tr>
<td>A. What will students do or think about in order to build an understanding each of the identified goals and develop global competence?</td>
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<tr>
<td>B. What provocations (readings, videos, thinking routines and other resources) will I use to enrich their understanding?</td>
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<td>C. How will I monitor the ways in which student are building understanding and global competence?</td>
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<tr>
<th>Guided Reading Questions (25-30 minutes):</th>
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<tbody>
<tr>
<td>- What was the land of the Lorax like before the Once-ler arrived? Did it seem like someplace you’d like to live? What parts of your environment would you be sad to see go?</td>
</tr>
<tr>
<td>- Greed is defined as a selfish desire for food, money, or possession over and above what one needs. The Lorax says that the Once-ler is greedy. Do you agree? Explain your answer.</td>
</tr>
<tr>
<td>- The Once-ler says, “I biggered my money which everyone needs.” Is it true that everyone needs money? How much money do people need?</td>
</tr>
<tr>
<td>- Is it right to make a ton of money while hurting or destroying the environment?</td>
</tr>
<tr>
<td>- Discuss the difference between a want and a need. Did people need Thneeds?</td>
</tr>
<tr>
<td>- How does Once-ler’s Thneed business hurt the land of the Lorax? What happened to the Swomee-swans, the Brown Bar-ba-loots, and the Humming-fish? How could things have been different if the Once-ler listened to the Lorax?</td>
</tr>
<tr>
<td>- Why does the Lorax speak for the trees? Why is it important to speak up for others? Have you ever spoken up for someone else? Has someone else ever spoken up for you?</td>
</tr>
<tr>
<td>- What do you think the boy hearing the story will do with the Truffula seed? What would you do if you were the boy?</td>
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<tr>
<th>CULMINATING EXPERIENCE</th>
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<td>A. What will students do or think about in order to solidify/ synthesize/ reflect about their understanding of the topic and their</td>
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</table>

<p>| Discuss/write (10 minutes): The Once-ler says, “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” What does the Once-ler mean? Can one person make a difference? Can you? |</p>
<table>
<thead>
<tr>
<th>evolving global competence?</th>
<th>(This can be brought back to clothes through explicit connections to taking care of what we already own, not buying a lot that we don’t need, reusing or donating things that do not fit)</th>
</tr>
</thead>
</table>

**EXTENSION(S)**

What applications, extensions, products, exhibitions will enable my student to solidify and extend their understanding of the topic and their global competence?

- Discuss examples of pollution in The Lorax
  - Water pollution: All the gluppity-glup and all the Schloppity-Schlopp made by the machinery being dumped into the pond. What happens to the fish when you put all of this in the water? Can you think of some problems this might cause? (No drinking water, no swimming)
  - Air pollution: The smogulous smoke being put in the air by the Thneed factory made the Lorax couch, whiff, sneeze, snuffle, snarggle, sniffle, and croak. The Swomee-Swans were no longer able to sing! The Lorax had to send the birds away to find some cleaner air to live in. Is air pollution only dangerous for birds? What about people? (Breathing dirty air damages our lungs and makes us sick)
  - Ask students, “What are some ways humans can care for the water and air?”

- Have students work in groups to illustrate two large murals – one that shows a beautiful clean environment and one that show a dirty environment. Students can examine this issue in more depth by creating clean and dirty environments for the air, land, and water.

- Either alone or in groups have students write a sequel to The Lorax. Have students consider how the Truffula trees made a comeback through replanting and proper care. The sequel could say what new managers of the Truffula Tree Company are going to do to maintain the environmental quality.
Fashion and the Environment (3-5, 6-8)
• Adapted from redress.com.hk/getredressedmonth

GLOBAL COMPETENCE LESSON PLAN:
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<tbody>
<tr>
<td></td>
<td>3-5, 6-8</td>
<td>Math, Geography, English, Scienc SDG 12, Global Citizenship Education, Circular Economy</td>
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</tbody>
</table>

COMMON CORE STATE STANDARDS
*Standards will vary depending on focus skills and contents*

TOPIC OF REAL WORLD LOCAL/GLOBAL SIGNIFICANCE
(What matters most for students to learn)

Why does learning this topic matter for my students to understand? What important aspects of or patterns about the world (local or global) will my students come to understand through a study of this topic? How does my topic invite students to understand important aspects of my discipline or build understanding across disciplines? How will exploring my topic offer ample opportunities for my students to develop Global Competence?

Through this lesson students will understand the polluting effects of clothing and possible solutions.

GLOBAL COMPETENCE - UNDERSTANDING GOALS

Deep and rich understanding of topics is best achieved through focused, clear, relevant, and manageable goals. What are the few key powerful ideas, capacities, or dispositions that students will need to build an understanding of the chosen topic? What specific global competencies are most relevant as the focus of this unit? How can I phrase and sequence my goals so that they clearly represent the arc of learning I have in mind? How can I phrase my goals so that they are accessible students?

The key ideas, capacities, dispositions and global competencies student will need to build an understanding of the topic are...

• Students will build awareness about the environmental impacts of the fashion industry (Investigate the world).
• Students will recognize the important role you play as a consumer of fashion (Recognize perspectives).
• Students will understand the value of clothing and the global resources required to create garments (Investigate the world).
• Students will consider the effects of over-consumption (Investigate the world).
• Students will understand and implement easy changes to make a positive impact within fashion (Take Action).

RESOURCES

Get Redressed Slides
The life cycle of a t-shirt - Angel Chang
**KEY VOCABULARY**

Pollution: when the environment is contaminated, or dirtied, by waste, chemicals, and other harmful substances. There are three main forms of pollution: air, water, and land.

Greenhouse gas: gases in Earth's atmosphere that trap heat.

Consumption: the act or process of using up or consuming.

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**INTRODUCTORY EXPERIENCE**

**A.** What will students do and or think about in order to orient themselves toward the topic?

**B.** What provocations/visits/resources/links / thinking routines will I use to orient them?

**C.** How will I gather information about students’ initial ideas, values, dispositions toward the topic?

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**GUIDED LEARNING EXPERIENCES**

**A.** What will students do or think about in order to build an understanding each of the identified goals and develop global competence?

**B.** What provocations (readings, videos, thinking routines and other resources) will I use to enrich their understanding?

**C.** How will I monitor the ways in which student are building understanding and global competence?

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**CULMINATING EXPERIENCE**

**A.** What will students do or think about in order to solidify/synthesize/reflect about their understanding of the topic and their evolving global competence?

**B.** How will I assess student understanding of the topic and their global competence?

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**EXTENSION(S)**

Using the [Get Redressed Slide Guide.pdf](Get%20Redressed%20Slide%20Guide.pdf) to walkthrough the presentation with your students.

Be sure to highlight specific SDG 12 connections on slides 12 and 17.

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Ask students, “Why is it important to look at the way we make and distribute consumer goods?”
What applications, extensions, products, exhibitions will enable my student to solidify and extend their understanding of the topic and their global competence?

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Circular Economy</strong></td>
<td>If we want to be more sustainable in the long term, we need to think about how we can change our systems from a linear model (take, make, dispose) to a circular model (use, re-use and recycle resources to feed them back into the system). Visit the Ellen MacArthur Foundation for further learning resources.</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>Survey where the children’s clothes are made and find out more about the production process. Discuss the impact the fashion industry has on workers and the environment around them. What physical changes has this had on our planet?</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Look at how clothing is made, what designs can you come up with to make clothing more sustainable? How can you up-cycle old clothes into something new? You could also conduct an easy up-cycling project.</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Design a poster informing other students about what they can do to reduce textile waste, promoting Get Redressed Day and/or a school clothing drive.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Write a poem related to what you have learnt inspired by the poet Hollie McNish.</td>
</tr>
<tr>
<td><strong>Global Citizenship Education</strong></td>
<td>Draw an issue tree to explore the issue of fast fashion. What solutions can you come up with to help alleviate the impact on the environment? Further discussion points - What does sustainability mean to you as an individual? What changes can we make in our daily lives or at school to be more sustainable?</td>
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Fast Fashion: A Talking Points Lesson & Activity (6-8)


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<tr>
<th>COMMON CORE STATE STANDARDS</th>
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<tr>
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<tr>
<td>Through this lesson students will explore the concept of fast fashion as well as learning about ways they can make a difference.</td>
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<th>GLOBAL COMPETENCE - UNDERSTANDING GOALS</th>
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<td>Deep and rich understanding of topics is best achieved through focused, clear, relevant, and manageable goals. What are the few key powerful ideas, capacities, or dispositions that students will need to build an understanding of the chosen topic? What specific global competencies are most relevant as the focus of this unit? How can I phrase and sequence my goals so that they clearly represent the arc of learning I have in mind? How can I phrase my goals so that they are accessible students?</td>
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<tr>
<td>The key ideas, capacities, dispositions and global competencies student will need to build an understanding of the topic are...</td>
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- Students will build awareness about the environmental impacts of the fashion industry (Investigate the world).
- Students will recognize the important role you play as a consumer of fashion (Recognize perspectives).
- Students will understand the value of clothing and the global resources required to create garments (Investigate the world).
- Students will consider the effects of over-consumption (Investigate the world).
- Students will understand and implement easy changes to make a positive impact within fashion (Take Action). |

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<th>RESOURCES</th>
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<tbody>
<tr>
<td>Is fast fashion destroying our environment?</td>
</tr>
<tr>
<td>infographic_portrait_worksheet.pdf</td>
</tr>
<tr>
<td>infographic_portrait_worksheet_answers.pdf</td>
</tr>
</tbody>
</table>
**KEY VOCABULARY**

Polyester: a synthetic material used mainly in plastics and textiles.
Microplastics: a tiny piece or particle of plastic.
Fiber: a small, thin part of a plant, animal, or mineral that is shaped like a thread.

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<th><strong>INTRODUCTORY EXPERIENCE</strong></th>
<th><strong>KEY LEARNING EXPERIENCES</strong></th>
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<tr>
<td>A. What will students do and or think about in order to orient themselves toward the topic?</td>
<td>• Ask students to explain the meaning of this quote: “Out with the old, in with the new”. Have students share their responses but tell them that this quote will be revisited and discussed later, in more depth.</td>
</tr>
<tr>
<td>B. What provocations/visits/resources/links / thinking routines will I use to orient them?</td>
<td>• Individually, have students brainstorm the answer to this prompt: What is fast fashion? When finished, have them think, pair, share with their neighbor and then with the whole class. Depending on how fashion oriented your students are, you may have students that have never heard of this term.</td>
</tr>
<tr>
<td>C. How will I gather information about students’ initial ideas, values, dispositions toward the topic?</td>
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<tr>
<td>A. What will students do or think about in order to build an understanding each of the identified goals and develop global competence?</td>
<td>View the video “Is fast fashion destroying our environment?” and complete the following prompts while you watch…</td>
</tr>
<tr>
<td>B. What provocations (readings, videos, thinking routines and other resources) will I use to enrich their understanding?</td>
<td>• What is fast fashion?</td>
</tr>
<tr>
<td>C. How will I monitor the ways in which student are building understanding and global competence?</td>
<td>• What is the impact of fast fashion…</td>
</tr>
<tr>
<td></td>
<td>o On the environment?</td>
</tr>
<tr>
<td></td>
<td>o On the consumer?</td>
</tr>
<tr>
<td></td>
<td>• What’s a consumer to do?</td>
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<tr>
<td></td>
<td>• Explain how the quote “out with the old and in with the new” applies to fast fashion.</td>
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<tr>
<td></td>
<td>Discuss answers to the above video and prompts.</td>
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<tr>
<td></td>
<td>Then, discuss some of the serious stats mentioned in the video, associated with fast fashion. These are just a few, there are more.</td>
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<tr>
<td></td>
<td>Have students complete the infographic worksheet by guessing the stats. Here’s the KEY reflecting the actual numbers.</td>
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<tr>
<td>A. What will students do or think about in order to solidify/synthesize/reflect about their understanding of the topic and their evolving global competence?</td>
<td>Students can reflect on the stats by completing the exit prompts.</td>
</tr>
<tr>
<td>B. How will I assess student understanding of the topic and their global competence?</td>
<td>What 3 stats surprised you the most, why?</td>
</tr>
<tr>
<td></td>
<td>What 2 stats concerned you the most, why?</td>
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<tr>
<td></td>
<td>Which 1 stat do you believe is most fixable, why?</td>
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</table>
### EXTENSION(S)

What applications, extensions, products, exhibitions will enable my student to solidify and extend their understanding of the topic and their global competence?

- Explore other impacts of fast fashion to the animals and workers. Using this article titled, *What is Fast Fashion?* by Solene Rauturier from goodonyou.eco.

- **"What’s a consumer to do?"** - Watch Levi’s *Buy Better. Wear Longer Levi’s.* ([Buy Better. Wear Longer | Levi's® - Spanish](https://www.youtube.com/watch?v=5wJbWbWYc8)) campaign commercial and ask what their thoughts are about this concept.
  - Is it a good idea? Why or why not?
  - Would they shop this way? Why or why not? If not, what would prevent them from doing so.
  - If cost doesn’t come up, you could ask students if they would pay more for clothing if it would last longer?
  - What are your thoughts on can shop secondhand shopping? For or against? Why?
  - How many of you already shop second hand? What are your reasons for doing so?
  - Where are places, we can purchase/obtain secondhand clothes? (Thrift stores, yard sales, online thrift websites, swaps with friends/family, etc.)
Understanding fast fashion (9-12)


### GLOBAL COMPETENCE LESSON PLAN:

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<td></td>
<td>6-8, 9-12</td>
<td>Science, Social Studies</td>
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### COMMON CORE STATE STANDARDS

*Standards will vary depending on focus skills and contents*

### TOPIC OF REAL WORLD LOCAL/GLOBAL SIGNIFICANCE

(What matters most for students to learn)

Why does learning this topic matter for my students to understand? What important aspects of or patterns about the world (local or global) will my students come to understand through a study of this topic? How does my topic invite students to understand important aspects of my discipline or build understanding across disciplines? How will exploring my topic offer ample opportunities for my students to develop Global Competence?

Through this lesson students start to explore the environmental impacts of consumer fashion choices, by investigating the concept of ‘fast fashion’. The focus of this lesson is to encourage students to adapt their knowledge of what they currently know about fashion production and consumption to incorporate an understanding of the impacts of the fast fashion phenomenon on the places that produce the raw materials, make the product, and receive the wastes at the end of its life.

### GLOBAL COMPETENCE - UNDERSTANDING GOALS

Deep and rich understanding of topics is best achieved through focused, clear, relevant, and manageable goals. What are the few key powerful ideas, capacities, or dispositions that students will need to build an understanding of the chosen topic? What specific global competencies are most relevant as the focus of this unit? How can I phrase and sequence my goals so that they clearly represent the arc of learning I have in mind? How can I phrase my goals so that they are accessible students?

The key ideas, capacities, dispositions and global competencies student will need to build an understanding of the topic are...

- Students will develop an understanding of how people can change and impact on places through their choices, in this case, fast fashion (Investigate the world).
- Students will pose complex questions of significance designed to challenge and expand understandings of fast fashion issues (communicate ideas).
- Student will demonstrate a growing understanding of the ways in which production and consumption affect different places (investigate the world).

### RESOURCES

<table>
<thead>
<tr>
<th>5-3-1 activity.pdf</th>
</tr>
</thead>
</table>

Optional: The True Cost, Andrew Morgan

### KEY VOCABULARY
Industry: economic activity concerned with the processing of raw materials and manufacture of goods in factories.

### KEY LEARNING EXPERIENCES

#### INTRODUCTORY EXPERIENCE

<table>
<thead>
<tr>
<th>A. What will students do and or think about in order to orient themselves toward the topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. What provocations/visits/resources/links / thinking routines will I use to orient them?</td>
</tr>
<tr>
<td>C. How will I gather information about students’ initial ideas, values, dispositions toward the topic?</td>
</tr>
</tbody>
</table>

**Context:** The fashion industry is the second most polluting industry world-wide (The True Cost, Andrew Morgan), with Australians being the second largest consumer of fabric and textiles per person in the world. (Fashion waste, Behind the News). This lesson provides opportunity for students to develop a working definition of fast fashion, which will encompass early understandings of the human and environmental implications of consumer choices. As a working definition it will be refined and re-worked across the lessons in this learning sequence.

To tune students into the idea of fashion consumption before introducing the concept of ‘fast fashion’, start the lesson by generating discussion around students’ current fashion choices. Consider asking question such as:

- How many items of new clothing have you purchased during the past three months? (Consider providing a range of options to choose from — e.g., less than three items, 3–5 items, more than five items.)
- Have you any items in your wardrobe you have not worn more than three times?
- What happens to your clothes when you no longer wear them? (If necessary, prompt students with the following options — discard in rubbish, pass onto friends, siblings or second-hand clothing stores, recycle as rags).
- Do you make conscious decisions about your fashion purchases? (Ask those who respond positively to explain their decision-making process).

Explain to students during the lesson they will be investigating the phenomenon of fast fashion.

Following on from the initial discussion, ask students to write their own definition for ‘fast fashion’. Spend time reviewing and collating students’ initial thoughts.

#### GUIDED LEARNING EXPERIENCES

| A. What will students do or think about in order to build an understanding each of the identified goals and develop global competence? |
| 1. Provide each student with the [5-3-1 Fast fashion worksheet](#). |
| 2. Explain that you will be watching three videos that explore the concept of ‘fast fashion’ and its impact both on the people and places that produce the fashion items and the places that manage the waste produced at the ‘end of life’ for each garment. |
B. What provocations (readings, videos, thinking routines and other resources) will I use to enrich their understanding?

C. How will I monitor the ways in which students are building understanding and global competence?

3. Ask students to record their observations on their 5-3-1 Fast fashion worksheet as they watch the videos. Ask students to record five facts, three insights and one question for each video.

4. You may wish to discuss the difference between open and closed questions, and how can we design open-ended questions to prompt greater depth of thought.

5. Share with students the following videos and read the article
   - Slowing down Fast Fashion in the June 2018 edition of Beyond the Bale:
   - Behind the News: Fashion Waste (3 min 19 sec)
   - The Feed — Fast fashion: Sweatshops (5 min 34 sec)
   - WAR ON WASTE: Fast fashion (Climate change) | Full documentary | Reel Truth (0.00 — 12.50 min and 30.15 — 42.00 min)

6. Use a think-pair-share (T-P-S) activity as a reflective strategy using the information collected on their 5-3-1 Fast fashion worksheet.

7. Break students into pairs to discuss their facts, insights and questions. Ask each pair to share with the class two points of interest from their discussion about the videos.

8. Explore the questions recorded on the 5–3–1 worksheets and group according to the focus. Return to these questions later in the learning sequence to see what insights and understandings have developed during this learning sequence.

9. To extend the class discussion after sharing key ideas from the 5-3-1, consider the following:
   - What is fast fashion? How are our definitions extended or challenged by these videos?
   - What are the pros and cons of fast fashion?
   - What is the human, geographic and environmental issues highlighted by these short films? (These may need drawing out and exploring further through the discussion).
   - Why is addressing fast fashion challenging?
   - Who can make a difference? Encourage students in each group to discuss what they are drawing and why.

**CULMINATING EXPERIENCE**

A. What will students do or think about in order to solidify/synthesize/reflect about their understanding of the topic?

To conclude the lesson, ask students to prepare a fast fashion mind map graphic organizer demonstrating their understanding of key issues of fast fashion including:
   - the environment
### and their evolving global competence?

| B. How will I assess student understanding of the topic and their global competence? | - geographic locations (similarities or differences between where fashion is produced and where it is consumed)  
- what happens to people along the fast fashion supply chain. |

### EXTENSION(S)

What applications, extensions, products, exhibitions will enable my student to solidify and extend their understanding of the topic and their global competence?

- **Extension activity 1: Peer survey** - Allocate students into small groups and ask them to design a survey to collect, collate and present data about fashion consumption and the awareness of the impacts of fast fashion among their peers. Explain that each group will be asked to present the results of their survey to an audience (class, assembly, year groups or school newsletter) in a format of their choice (e.g., poster, infographic or oral presentation), but each presentation needs to incorporate both quantitative and qualitative data. Discuss with students the importance of careful question design in collecting, analyzing and presenting meaningful data. Encourage students to include a range of ‘structured’ or ‘closed’ and ‘non-structured’ or ‘open’ questions. Students may like to use the online survey tool — SurveyMonkey — to develop and distribute their survey and collect and collate their feedback. The SurveyMonkey website contains a range of useful resources to guide students in developing a meaningful survey.

- Continue with [Lessons 2-3](#) (Fibers of choice and Sustainable fashion) from Learn About Wool
Unit Plan

Wearable Art (K-2)
- Provided by DCPS Arts team

<table>
<thead>
<tr>
<th>K-2 Identity: Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I: how do I express myself and how do I belong?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Overview</th>
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</thead>
<tbody>
<tr>
<td>Throughout this unit, students will explore the relationship between individual and community identity by creating individual costumes and participating in a pop-up performance art piece that displays classroom community.</td>
</tr>
</tbody>
</table>

| SEAD Focus: Identity Integration: Student can navigate, integrate, and continue to build multiple aspects of their personal, social, and professional identities (race, ethnicity, gender, profession, avocation, etc.), and have leveraged learning to successfully situate themselves in communities that support the next steps in their life-long growth. I am becoming proud of my multi-faceted identity and fluent in managing it across contexts by creating a piece of art that shows my understanding of my classroom community. |

<table>
<thead>
<tr>
<th>Options for Materials</th>
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</thead>
<tbody>
<tr>
<td>(Teachers can alternate materials for student level and supply needs)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collage</th>
<th>Sculpture</th>
<th>Digital Art</th>
<th>Recycled Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Collage" /></td>
<td><img src="image2" alt="Sculpture" /></td>
<td><img src="image3" alt="Digital Art" /></td>
<td><img src="image4" alt="Recycled Materials" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Lesson Pacing (alter pacing to meet class level and scheduling considerations)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Experience 1 - Engagement: Matching art with movement.</strong></td>
</tr>
<tr>
<td>• Wearable Art Warm Up – Beautiful You! Students will draw pictures in response to questions related to their identity and their community.</td>
</tr>
<tr>
<td>• Movement Activity – Strike a Pose! Have students match movements to action words</td>
</tr>
<tr>
<td><strong>Learning Experience 2 - Practice: Paper manipulation</strong></td>
</tr>
<tr>
<td>• Art Paper Manipulation – Students will learn how to manipulate paper for art techniques</td>
</tr>
<tr>
<td><strong>Learning Experience 3 - Practice: Using recyclables and upcycling</strong></td>
</tr>
<tr>
<td>• Upcycle – Students learn techniques for using recyclable materials for art making.</td>
</tr>
<tr>
<td><strong>Learning Experience 4 - Application: Creating wearable art</strong></td>
</tr>
<tr>
<td>• Make a Plan and create a piece of Wearable Art for a performance (cape, hat, dress, jewelry)</td>
</tr>
<tr>
<td><strong>Learning Experience 5- Application: Pop up performance with wearable art</strong></td>
</tr>
<tr>
<td>• Finish wearable art item and act out performance individually or with class.</td>
</tr>
</tbody>
</table>
**Authentic Engagements**

- **Wearable Art** (SAAM/Renwick)
- **Painting: The Art of Self-Expression** (Kennedy Center)
- **Navajo Weaving** (Kennedy Center)
- **Aesop’s Fables: Comedy & Tragedy Masks** (Kennedy Center)
- **Chinese New Year: Lion Dance Puppets** (Kennedy Center)
- **DC Collaborative Field Trip Lottery**

**Formative & Summative Assessments**

1. Analyze how artists have used wearable art to describe identity.
2. Paper Manipulation studies
3. Manipulation/application of recyclable materials
4. Assembling materials to create a wearable piece of art.

**National Core Arts Standards**

<table>
<thead>
<tr>
<th>CREATE</th>
<th>PERFORMING/PRESENTING/PRODUCING</th>
<th>RESPONSE</th>
<th>CONNECTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA: Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity</td>
<td>VA: Pr6.1.3a Analyze how art exhibited inside and outside of schools contributes to communities.</td>
<td>VA: Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.</td>
<td>VA: Cn11.1. Ka Identify a purpose of an artwork.</td>
</tr>
</tbody>
</table>

**Close Study of Art**

Close Study Examples: [Power Point link]

- Nick Cave
- Alice Beasley
- Kerry James Marshall
- Ndidi Emefiele
- Shakuntala Kulkarni
- Cyrus Kabiru
- Yinka Shonibare
- Calvin Hunt
- “Parangole Play” Helio Oiticica

**Learning Experience 1**

**Objective for this lesson** - In class today, Students will be able to experience the work of Nick Cave and his Sound Suits, be introduced to Wearable Art vocabulary, and begin to play with the concept of Performance Art through a movement activity.

**Connect**

Discussion: Introduce the idea of Wearable Art to students, by connecting it to the idea of costumes either for Halloween or cultural celebrations.

- What does the idea “Wearable Art” make us think of?
- When do we wear costumes or disguises?
- What is the purpose of a costume, disguise, or wearable art?
Respond
Introduce Nick Cave as an artist that combines wearable art with movement or performance art. Play a video of Nick Cave’s Sound Suits asking students to consider their idea of wearable art and costumes. Have students describe their reaction to the sound suits using one word.

Perform
*Movement Activity: Strike a Pose!*
Instruct students that you are now going to practice this idea of performance art by playing “Strike a Pose!” As a new pose is called out students should move their body/face to describe the activity. How does your body move when you...
- Take a nap
- Climb the stairs
- Win a game
- Dance and sing
- Growl and argue
- Take a deep breath
- Give yourself a hug

Connect
Either during or after Strike a Pose activity ask students to reflect on the following...
- Were your poses all EXACTLY the same? Why or why not?
- How did your clothes move during the activity?
- What could you wear that could have made the movements more dramatic or added to them?
- Could you think of what wearable art, costumes or disguises you could wear to add to these movements?

Assessment
Students can connect ideas with movement during Strike a Pose activity, and students are able to connect the idea of Wearable Art and Performance Art by describing how wearables could add to or extend a movement.

Learning Experience 2

**Objective for this lesson** - In class today, students will review Wearable Art, Nick Caves and be introduced to Paper Manipulation techniques for Wearable Art project.

Connect
Review Wearable Art and Performance Art vocabulary with students. Introduce students to the word texture - how something feels. Show students a video of Nick Cave’s “Soundsuit” performance asking them to describe what they notice using their vocabulary words - Wearable Art, Performance Art to describe Nick Cave’s use of texture and movement in his art.

*Close Study:* Teachers can use the artists listed in the Close Study Box above or artists they connect to the lessons.

Respond
*Discussion:* How can we manipulate/change paper to create texture and/or movement?
- How can we make paper have texture or change how it feels?
- How can we make paper move?
- How can we make paper POP?
- Will we need tools to change the texture of paper or how it moves?

**Demonstrate:** Show students multiple paper techniques – folding, cutting, crumbling, rolling. Review safety with scissors.

**Create**
Have stations set up around the room for students to practice each paper manipulation technique. Provide small squares of paper in each station with directions on how to achieve the desired texture. Students can either hold on to their samples as they cycle through the stations or glue their samples onto a piece of paper as they complete each demo. For students who may need additional support with recalling the steps at the stations, images may be helpful to remind them of the desired outcome of that station.

**Present**
Have students share their completed work or textures. Have students describe the varying techniques and resulting textures and how it could be applied to a piece of wearable art.

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Students successfully complete at least 3 manipulation paper techniques within the stations or studio time.</td>
</tr>
</tbody>
</table>

### Learning Experience 3

**Objective for this lesson** - In class today, students will be able to review key concepts - Wearable Art, Performance Art, texture, movement and paper manipulation techniques. Students will be able to understand what a recyclable is, identify recyclable materials for collecting and learn how to repurpose recyclables through creating Wearable Art.

**Connect**
**Discussion:** Begin class by asking students what they know about recycling or recyclables. Have pictures or a slide with images of recyclables and ask students to identify what they are or where they come from (Egg cartons, toilet paper rolls, lids, bottle tops, etc.). Introduce to students the idea of Upcycling (upcycle reuse or use an item to make it into something better) and show some examples (old keys, buttons, old costume jewelry).

Recycle: to use an item again. Good books to support background knowledge to recycling and recyclables include: “Let’s Recycle” by Jenna Lee Gleisner and “Why Should I Recycle” by Jen Green.

**Respond**
Have students in pairs, groups or whole group brainstorm how to change recyclables in order to use it for wearable art, thinking back to the idea of texture and movement from the previous class. If in groups or pairs assign students different recyclables to brainstorm with. Providing a few visuals of examples of upcycled or wearable recycled items for student reference, may support brainstorming around the alternative uses of the items.
Demonstrate: Show images of recyclables being used for wearable art or demonstrate techniques for manipulating a recyclable like a toilet paper roll (cutting smaller circles by pinching and cutting, cutting frays by cuts along the end of the roll, etc.)

Create
Create stations, have a variety of materials on table, or have students “go shopping” and select 4 items to work with. Encourage students to somehow transform the recyclable into a piece of wearable art, it could be as simple as a bangle, necklace, headband, etc. Provide tape/glue/scissors for students to play with materials. For students have trouble cutting provided precut shapes and images.

Present
If time, allow students to share their work with the class or have students share out in groups.

Assessment
Students successfully transform a recyclable to be used for final project.

Learning Experience 4

Objective for this lesson - In class today, students will begin final project for Wearable Art activity, applying lessons of Paper Manipulation techniques and Upcycling (one or two classes)

Connect
Choose one of the Close Study resources show a short video of Wearable Art. Tell students they will now have a chance to create a wearable piece of art for their head using paper and recyclables and will have a class performance once finished making the piece of art (for this lesson we will explain how to create a wearable piece of art for the head, other ideas include capes (made out of butcher paper, used fabric or towels), shirts made out of large paper bags with circles cut out for arms and head, etc.)

Respond
In preparation for making Wearable Art for the head – cut long strips of construction paper about 6”x24”, show students the paper will overlap when wrapped around the head so to focus on the center. Discussion: As a group as students to brainstorm how the band could be transformed into a piece of Wearable Art and used in a performance. Encourage them to think about vocabulary words, texture, movement, and draw from their Paper Manipulation and Upcycling exercises. Use the visuals from the manipulation stations to support a review of varying ways to manipulate paper.

Create
The Final Project can be completed in a number of ways.
1. Make a Plan! - Provide time for sketching out ideas, have students consider the following:
   A. Your school?
   B. Your neighborhood?
   C. Your family?
   D. You?
2. Teach can have materials - paper, scissors, glue, recyclables, etc. prepared on table. First day can be only with Paper Manipulation, second day recyclables/upcycling.
Review the importance of “Glue is for sticking!” and how students should “Glue, Stick, Rub (or Press)” in order to make sure their pieces stick to their Wearable Art. If available, students can also use masking tape.

Differentiation consideration: visual of what glue is used for and how to use it safely.

Present
Allow students a chance to share their work so far, discuss challenges, allow students to ask for questions or ideas from the group - What’s working? What’s not working?

Differentiation consideration: If students are having trouble using the materials, pre-cut or manipulated paper may be helpful for their participation.

Assessment
Students demonstrate skill and care in applying paper manipulation techniques and working with recyclables and upcycles.

Learning Experience 5

Objective for this lesson - In class today, students will complete their Wearable Art projects and participate in movement activity. In today’s lesson the Anchor Standards have been re-arranged to appropriately describe lesson pacing.

Create
Teacher can give students time to continue working on their Wearable Art. As students complete their piece help them by attaching the ends of the paper to create a headband that sits on their head, by stapling or taping the band. Allow students to wear their art as they work on a drawing or reflection sheet.

Connect
Once all students have completed their piece ask them to think of one word to describe how they feel while wearing their art or one word to describe their project. Either record their responses or ask them to remember their word.

Present
For movement activity choose from the following options...

- Warm students up with some poses from Strike a Pose activity and notice how their piece moves as they move. Play music for the students and allow them to dance and celebrate their art noticing how their pieces move as they move.
- Warm students up with coordinated movements first without their wearable art and then with their wearable art - asking them how the feeling of the movement changes when they wear their art. Project a video of Nick Cave’s “Soundsuits” performance and allow students to dance and move around in their Wearable Art.
- Coordinate with the music teacher so students have a choreographed dance and perform the dance with the Wearable Art projects.

Respond
After performance, teacher can have students come back as a group - maybe encourage some slow stretching movements. Have students share out one word to describe how they felt moving with their art.
class while wearing the Wearable Art, record their responses. Have students think back to the word they thought of to describe themselves at the start of the class and how or if this word changed? Reflect and respond to their notices.

Assessment

Students create a work of Wearable Art that demonstrates an understanding of techniques and craftsmanship. Students participate safely in Performance Activity with their Wearable Art.

1. Explain your choice of found objects or recycled materials.
2. What techniques did you use to craft your art object?
3. Explain how your art responds to your movement.

Rubric

<table>
<thead>
<tr>
<th>Standards Scoring</th>
<th>1: No Evidence</th>
<th>2: Limited Evidence</th>
<th>3: Sufficient Evidence</th>
<th>4: Strong Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create</strong> - Generate and conceptualize artistic ideas and work.</td>
<td>The student’s artwork does not communicate personal interests.</td>
<td>The student’s artwork makes some attempt at communicating personal interests.</td>
<td>The student’s artwork communicates personal interests in some way.</td>
<td>The student’s artwork effectively communicates the students’ personal interests throughout.</td>
</tr>
<tr>
<td><strong>Respond</strong> - Perceive and Analyze artistic work</td>
<td>Student did not participate in the examination and discussion of artwork.</td>
<td>Student examined the artwork but did not respond to any questions or comments made about the work.</td>
<td>Student examined the artwork and made limited contributions to the discussion.</td>
<td>Student examined and responded to a diverse selection of artists, making contributions in both areas.</td>
</tr>
<tr>
<td><strong>Present/Perform</strong> - Select, analyze, and interpret artistic work for presentation.</td>
<td>The student does not group artwork, nor do they share reasons for their groupings.</td>
<td>The student minimally participates in the grouping of the student artwork, but grouping appears to be arbitrary.</td>
<td>The student groups student artwork according to similarities.</td>
<td>The student groups the art based on identified similarities and shares multiple reasons for the groupings.</td>
</tr>
<tr>
<td><strong>Connect</strong> - Synthesize and relate knowledge and personal experiences to make art.</td>
<td>The student does not present his/her work or explain why it is meaningful to him/her.</td>
<td>The student presents his/her work but does not explain why it is meaningful to him/her.</td>
<td>The student presents his/her work and gives a limited explanation of how the work is meaningful to him/her.</td>
<td>The student presents his/her work and discusses why it is meaningful to him/her.</td>
</tr>
</tbody>
</table>
Additional Resources
Younger Students (K-5)

- **Journey For Tomorrow (story):** The Small Sparrow highlights that it is not only adults’ responsibility to look after nature – children can also create infinite possibilities for their future. This story brings us an environmental vision through a depiction of Taiwan’s natural ecological guest, the sparrow.

- **The Small Sparrow Hero (story):** The Small Sparrow highlights that it is not only adults’ responsibility to look after nature – children can also create infinite possibilities for their future. This story brings us an environmental vision through a depiction of Taiwan’s natural ecological guest, the sparrow.

- **The Great Green Vine Invention (Story):** The Great Green Invention explores how children care about growth, what it means and its limits. The child author offers a vision of development that is in harmony with others and with nature.

- **“Community/Society - Ecology” (lesson):** In lesson 1, students have learned what values are and have identified and shared about their individual values. In this lesson, students will broaden their definition of values by connecting their individual values to the values of the community, especially in regard to the issue of promoting a sustainable environment. They will learn about the Three Rs (Reduce, Reuse, Recycle) and come up with ways to turn waste in the community into resources.

- **“Nation - World History, Geography” (lesson):** Once the students have gained awareness of the physical objects in their surrounding as waste and resources from the previous lesson, in this lesson they will learn about how the exchange of resources (and sometimes waste) connect different nations and regions. Through investigating where their everyday resources are from, students will gain an understanding that nations and regions are interrelated and interdependent. In addition, in preparation for the next lesson on the world, students will gain an understanding that nations and regions are interrelated and interdependent.

Older Students (6-12)

- **Explore The Sustainable Development Report 2022:** The Sustainable Development Goals Report 2022 is the only UN official report that monitors global progress on the 2030 Agenda for Sustainable Development. Using the latest available data and estimates, The SDGs Report 2022 gives the global community a reality check on the devastating impacts of multiple crises affecting people’s lives and livelihoods. This annual SDG Report is prepared by UN DESA, in collaboration with the entire UN Statistical System, consisting of more than 50 international and regional agencies, based on data from over 200 countries and territories.

- **“Take, Make, Waste: A Sustainable Economic Paradigm” (lesson):** Students graduating from school will have to (continue to) make decisions as consumers and producers in an increasingly interconnected global economy throughout their lives. When thinking about a sustainable world for future generations and us, considering the impact of the mainstream economic model of production and progress in the world is worthwhile. Currently, a considerable number of goods are disposed as waste after consumption. With continuously reduced product life cycles, the rate at which waste is being generated is increasing. This situation not only generates an efficiency problem (resources are being depleted faster and disposed without using them completely) but poses a major challenge for sustainability of life in the planet as a whole. Teachers are encouraged to redesign the lesson in whatever way better serves the context and particular characteristics of the students in their classes.
• **Rethinking Fast Fashion After Bangladesh (lesson):** This essay from Youth Radio is a self-reflection of one teenager’s buying and shopping habits. She shares her experiences touring Bangladesh and hearing stories about the local factory conditions. She returns to the United States determined to not buy clothes made in sweatshops as well as raise awareness about fast fashion. Use this essay to start a discussion about consumerism in America or challenge students to research where their clothing came from, and what living / working conditions are like in that country.

• **Hit the Brakes on Fast Fashion! (lesson):** With the onset of globalization in the last few decades, the trend and demand for “fast fashion” has dramatically increased with serious impacts on human health, quality of life, and the environment. When you put a shirt on, you rarely think of how your purchasing decision might affect the life of a farmer in India, a factory worker in the Philippines, nor a doctor in Turkmenistan. The fashion industry, from cradle to grave, is now considered the second largest polluting industry next to oil. How can this be the case? Buying “fast fashion” may seem more affordable, but at what cost? In the following activities, students will examine the: importance of the broader textile industry to Canada, the impact of fast fashion on a social, political, and environmental level and ongoing initiatives to address some of the sustainability concerns.

• **Transform Our World Responsible Consumption (Nearpod):** In this Participate lesson on sociology, students learn about the United Nations’ 17 Sustainable Development Goals, and specifically focus on Goal #12: responsible production and consumption. They design a more sustainable version of an item. This lesson is most appropriate for students in 6th, 7th, 8th, 9th, 10th, 11th, and 12th grade. It is estimated this lesson will take about 45 minutes to complete. Students examine consumption and production on a local and global scale. They analyze the stories of people working to ensure sustainable consumption and production patterns. Exploring #12 of the United Nations’ 17 Sustainable Development Goals: Responsible Production and Consumption.

• **Design a job post for an advocate to help solve a global issue (lesson):** This 2-hour lesson plan helps students understand the role of a global advocate while practicing how to use Adobe Acrobat Reader. You can use this lesson plan for any content by adapting the role to match, such as explaining the importance of a scientific breakthrough in the role of the scientist who made it.

• **Design a web page to promote sustainability (lesson):** In this activity, secondary school and early university students will consider a career in public service and the environment by engaging with the big question: How can I raise awareness about a sustainable solution for an environmental problem in my community? Students watch Khan Academy videos on specialized careers, an Environmental Specialist. They will have the opportunity to empower and elevate their voice! Students will take action by creating an Adobe Express to raise awareness and pose sustainable solutions for an environmental problem in their community or in the world.

All Students

• **Welcome to the World’s Largest Lesson:** We promote use of the Sustainable Development Goals in learning so that children can contribute to a better future for all. From citizenship and justice to climate change and the environment, inspire children to make a difference!

• **Teaching About Sustainability and Sustainable Development:** There are many resources available online for teaching students about sustainability and sustainable development. Our planet’s future depends on how we take action to sustain resources without creating greater long-term issues for future generations, so use these resources to show your students how important sustainability and sustainable development is!
• **Teaching About the Sustainable Development Goals**: The United Nations Member States adopted the 2030 Agenda for Sustainable Development in 2015, which at its core contains the 17 Sustainable Development Goals (SDGs). These goals address the many challenges that our global society is facing, including poverty, inequality, climate change, ecological damage, and peace and justice. Though the SDGs were adopted six years ago now, we still have a significant amount of work to do. Teaching students about the Sustainable Development Goals is important because it gives them the opportunity to take responsibility for their actions and commit to working together to build a better and more sustainable future for everyone.

• **Create an awareness poster for an at-risk ecosystem** (lesson): Students will conduct research on at-risk ecosystems and create an informative, persuasive multimedia presentation using Adobe Express.
Endnotes

i Why Fast Fashion Isn’t a Good Look _ An Ethical and Environmental Perspective _ by Mehek Bhargava _ Linens N Love _ Medium.pdf

ii Image from Labour Behind The Label, Dhaka, Bangladesh, March 2010


v Sutton, Amaya. “Smithsonian Learning Lab Resource: fabrics wrapped up in Recycle Symbolism.” Smithsonian Learning Lab, Smithsonian Office of Educational Technology, 4 Aug. 2022, https://learninglab.si.edu/q/l-l-c/FiwxNIm7r8C0T9SX##r/1429657
Old clothes soon may be recycled, not trashed - Leveled texts/Spanish

Sutton, Amaya. “Smithsonian Learning Lab Resource: A pile of wonders.” Smithsonian Learning Lab, Smithsonian Office of Educational Technology, 4 Aug. 2022, https://learninglab.si.edu/q/l-c/FiwxNIm7r8C0T9SXr/1429663

Subject links:
- **Mathematics**: Calculating and surveying quantities of clothes.
- **Geography**: Understand the production processes behind our clothes, the locations where they are made and the impact the fashion industry has on the surrounding environment and communities.
- **English**: Analysis of wardrobe survey, class discussion and debate points. Science: Understanding the raw materials used in our clothes.
- **Sustainable Development Goals (SDGs): Goal 12 - Sustainable Consumption & Production** “Sustainable consumption and production is about promoting resource and energy efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs and a better quality of life for all. Its implementation helps to achieve overall development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty.”
- **Global Citizenship Education (GCED): Sustainable Development** “How we share and use the earth’s resources affects the health of the planet and of everyone with whom we share it – now and in the future. There are many different interpretations of sustainable development, but at its heart lies a recognition that our relationship with the earth needs to acknowledge the limits of finite resources and the human rights of all.”
- **Circular Economy**: Thinking about how we could change our systems to design out waste and pollution, keep products and materials in use, and regenerate natural systems.