How reliable is published information about sustainable fashion?

AGE RANGE: 11–14 years

OVERVIEW
There is a strong focus on the transferable skill of evaluating the reliability of information gained from secondary sources. Pupils are challenged to explore a range of sources and make judgements on their reliability, including levels of trustworthiness and accuracy. Responsible consumption and production is addressed by introducing pupils to the concept of greenwashing and the influence this has on people’s buying habits.

LEARNING OBJECTIVES
- Understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

WORKING SCIENTIFICALLY
- Paying attention to objectivity and concern for accuracy, precision, repeatability and reproducibility
- Understand the importance of publishing results and peer review

RESOURCES (groups of 2–3)
- Laptop/device with internet access
- Sample Evidence Table

TO SUPPORT TEACHING
- 11-14 Great Fashion Share Video
- 11-14 Great Science Conclusion Creator
- Great Science Reliability Checker

KEY WORDS
- greenwashing
- sustainability
- reliability
- fast fashion
- lobbying

Inspire your pupils by exploring careers in STEM using our Careers Chat resources. Download profile cards for Kevin and Jane and watch the accompanying videos.
5. Ask pupils to review their tables of evidence and identify which sources of information are most and least reliable. They may consider those that need further scrutiny.

6. Draw conclusions, using the **11-14 Great Science Conclusion Creator** to support as necessary.

Remind pupils of the enquiry question:
7. As a plenary to the task, engage the pupils in considering whether any of this activity may influence their own shopping habits.

**Will they ask more questions in future to check how reliable the information they receive is before they spend their money?**

Will they help family, friends and others to do the same?

**If so, what's had the biggest impact on them?**

Share outcomes in one of these ways:
- Write a blog or post a message to prompt people to find alternative solutions to limiting fashion waste?
- Produce your own research report or article about fast fashion
- Deliver an input in a school assembly
- Write a poem that draws attention to the issues

Use the Talk Prompts in the fashion-linked **Great Question Ponder** as part of science and oracy development.

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**EXTEND THE LEARNING!**

Has the Great Fashion Share ignited an interest in your pupils? Follow up activities are available through **Energising Futures’ Fashion Fixers** challenge. The free resources enable pupils to explore the impacts the fashion industry has on our world and showcases science and technological innovations for a more sustainable fashion future.

[Take me to the resources](www.greatscienceshare.org)
## Sample Evidence Table

<table>
<thead>
<tr>
<th>Evidence type</th>
<th>Source of evidence</th>
<th>Notes on reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaigning group or network</td>
<td>Retailer/fashion brand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government or academic report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other...</td>
<td></td>
</tr>
</tbody>
</table>

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