



[Fashion High]

Understanding the Impact of your Clothing: An Introduction
-1 Hour Workshop-

Social Alterations

[An Education Lab for Socially Responsible Fashion Design]

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Introduction

This workshop was designed to introduce pre-16 students/participants the value of a responsible fashion industry, by understanding the impact our clothing has on both *people* and *planet*.

Through the course of this workshop, students/participants may at times feel slightly uncomfortable and confused; these issues are very serious, and some students may have never thought about where their clothing comes from or how it's made. These feelings are perfectly normal.

We ask that educators please be sensitive to the needs of their students/participants when presenting the workshop; while the information itself can be confusing at times, this workshop strives to empower educators and learners by providing them with the resources and tools they need to take back control.

Objectives

- To *engage* learners on the impact their clothing has on garment workers working within the fashion industry.
- To *educate* learners on the impact their clothing has on the planet, specifically in terms of best practices in laundry habits.
- To *encourage* learners to 'talk back' to the industry, through a critical examination of fashion themes coming out of the industry, specifically surrounding beauty and wealth.
- To *empower* learners to take back control of the impact their clothing on both people and planet.

Equipment

This workshop is designed for a group size of between 20-30 learners. Before you begin, arrange for the students/participants to move their desks into groups no larger than **seven**. (NOTE: To keep within the timeline, you will need to have arranged the desks before they have arrived. If you are unable to do this before hand, please allow for extra time)

1 Hour Workshop: Activity and Equipment Overview	
Activity 1	2 signs: 1 that reads "I Agree" and 1 that reads "I Disagree"
Activity 2	20 sheets of A4 paper, 2 pairs of scissors, 4 rulers and 10 pencils for each group
Activity 3	1 map of the world
Activity 4	3 magazines and 2 pairs of scissors per group, 1 poster board at the front of the class (alternatively, you can use the white/chalkboard), and one video projector.

[Table 1: Equipment required for each activity]

Please refer to the instructions within each activity for more details

[Fashion High]
-1 Hour Workshop-

Timetable/Schedule

[Fashion High] Understanding the Impact of your Clothing: An Introduction	
1 Hour Workshop	
Activity 1: I Agree/I Disagree	15 Minutes
Activity 2: All Together Now	15 Minutes
Activity 3: Understanding Impact	10 Minutes
Activity 4: Talking Back	15 Minutes
Discussion Time (5 Minutes, or no limit)	
60 Minutes	

[Table 2: Schedule and timeline for 1 hour workshop]

Activity 1—*I Agree/ I Disagree: Exploring Attitudes to the Social and Environmental Impact of the Garment Industry*

“This activity enables participants to explore their own attitudes towards working conditions in the garment industry.” (Fashioning an Ethical Industry, 179)

Time	15 Minutes
Equipment	2 signs: 1 that reads “I Agree” and 1 that reads “I Disagree”

[Table 3: Required time and equipment for Activity 1]

The workshop starts with the activity “I Agree/ I Disagree: Exploring Attitudes to the Social and Environmental Impact of the Garment Industry” for a few of reasons:

- This activity is a great way for the course leader to get a quick feel of the attitudes and perceptions of the students/participants from the beginning. As the course leader, you may find that some participants are more comfortable with the subject matter than others.
- Starting with this activity will allow for students/participants to get a better idea of what the workshop is all about. In some cases, participants may have never considered the statements you will read aloud; this is an opportunity for them to begin to understand some of the workshop themes.
- Using this exercise as the introductory activity for the workshop allows students/participants a glimpse into the perceptions and attitudes of their fellow classmates. Having the learners move their body to express opinions, allows them freedom to comfortably think for themselves while still being able to take a quick sneak peak at the views of their classmates, without the pressure to speak up and out on the issues.

“I Agree!” / “I Disagree!”

Through this activity, students/participants should feel they are in a safe space to think/feel/say what they truly believe, without being ostracized for their opinions. You may be surprised at the knowledge these participants already have under their belt!

[Click here](#) to download this activity by Fashioning an Ethical Industry from *Teaching Sustainable Fashion: A Handbook for Educators*, Edited by Liz Parker on behalf of Fashioning an Ethical Industry (UK) and Dr. Marsha A. Dickson on behalf of Educators for Socially Responsible Apparel Business (USA).

Activity 2—All Together Now: Piecework on an Assembly Line

The objective of this activity is “[f]or students to experience the monotony and pressure of piecework.” (Südwind Agentur, “All Together Now: Piecework on an Assembly Line,” 152)

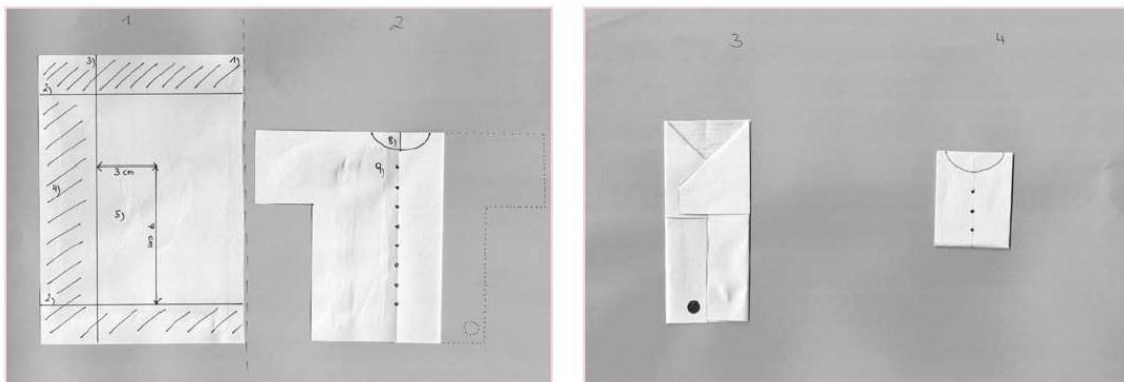


[Grade 10 students working on the activity “All Together Now: Piecework on an Assembly Line”]

Time	15 minutes
Equipment	20 sheets of A4 paper, 2 pairs of scissors, 4 rulers and 10 pencils per group

[Table 4: Required time and equipment for Activity 2]

This activity places students/participants in a simulated factory environment. With an unrealistic timeline and unclear instructions, students/participants are asked to make t-shirts in an assembly line.



[Sketches by Fashioning an Ethical Industry for the activity “All Together Now: Piecework on an Assembly Line,” in *Teaching Sustainable Fashion: A Handbook for Educators*, pg. 152]

Encourage students/participants to give their “factory” a name! Once the clock starts ticking for production, walk around and listen to the conversations taking place. If you notice that some students/participants aren’t happy with the orders coming from their supervisor, you can advise them to strike and walk off the simulated factory floor!

[Click here](#) to download this activity by Südwind Agentur from *Teaching Sustainable Fashion: A Handbook for Educators*, Edited by Liz Parker on behalf of Fashioning an Ethical Industry (UK) and Dr. Marsha A. Dickson on behalf of Educators for Socially Responsible Apparel Business (USA).

Activity 3—Understanding Impact

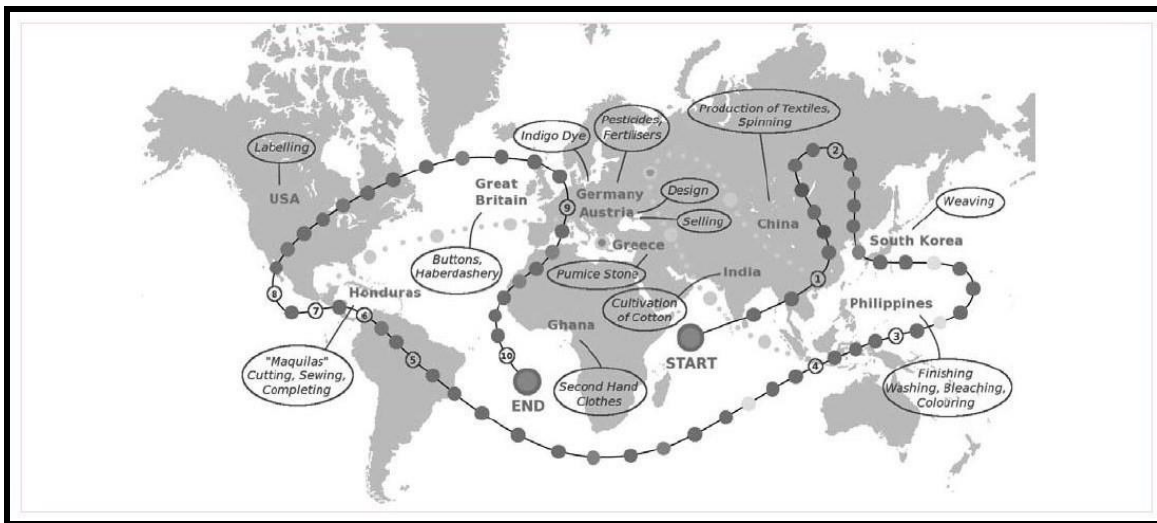
After completing Activity 2, students/participants have a good idea of the pressure of an assembly line, with a better understanding of how garments are most often made. Activity 3 asks them to now consider the environmental impact of their clothing and offers key information and tools to help mitigate this impact. Activity 3 has 2 parts.

Time	10 Minutes: Part 1, 5 Minutes; Part 2, 5 Minutes
Equipment	1 map of the world

[Table 5: Required time and equipment for Activity 3]

Part 1 (5 Minutes)

For the first part of this activity, ask students/participants to look at the labels on the back of their T-shirts/sweaters/jeans/pants, etc. Encourage them to help the learner sitting next to them to locate their labels. As soon as they have a country name, ask them to shout it out. It is likely that you will hear all sorts of countries. Taking advantage of the world map, point to the countries on the map as they are shouted out!



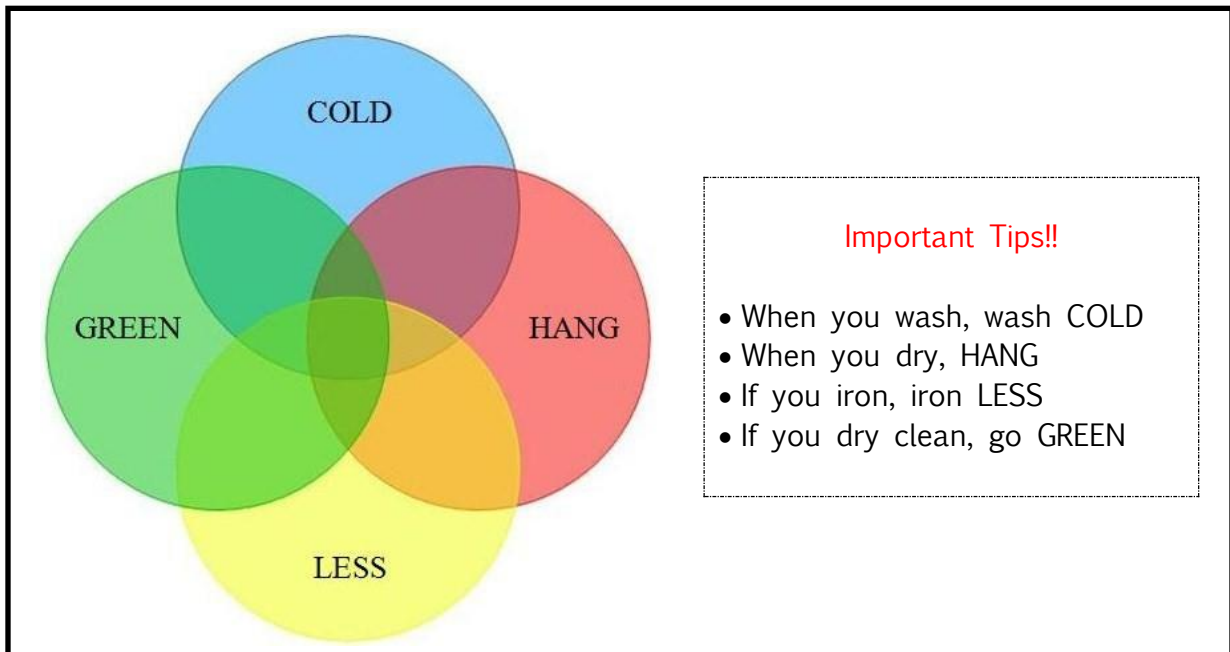
[Image from Südwind Agentur for the activity “Journalists’ Journey through the World of Garments” in *Teaching Sustainable Fashion: A Handbook for Educators*, pg. 154]

Ask students/participants to close their eyes and try to imagine, or guess, what the environmental footprint of all of the processing, manufacturing and traveling might be. Likely, they will picture a huge impact. Now, Explain to your students/participants that 60% of the environmental impact of a single T-shirt (throughout its entire lifecycle) in fact comes from washing, drying and ironing them. (Allwood, Julian M. et al., 27)

Part 2 (5 Minutes)

In this section, students/participants will be given key information and tools to help mitigate this impact (see below diagram).

Encourage learners to spread the word on the importance of cold water washing, hanging their clothes to dry, taking care to iron less often, and choosing a 'green' dry cleaning alternative to avoid all the nasty chemicals in conventional dry cleaning. These steps alone will help lessen the environmental impact of our garments exponentially.



[Diagram by Social Alterations to illustrate important tips for best practices in laundry care]

Once students/participants have learned that they (as the product user) are in fact responsible for the majority of this environmental impact, pass along the handout that will help them to curb this impact!

Activity 4—Talking Back

Now that students/participants have learned a little about some of the social and environmental issues surrounding the industry, it's time to ask questions and 'talkback' to the industry.

Time	15 Minutes: Part 1, 5 Minutes; Part 2, 10 Minutes
Equipment	3 magazines and 2 pairs of scissors per group, 1 poster board at the front of the class (alternatively, you can use the white/chalkboard), and one video projector.

[Table 6: Required time and equipment for Activity 4]

Part 1 (5 Minutes)

In the first section of this activity, students/participants will watch the video "Onslaught" by Dove, through "The Dove Self Esteem Fund." At the end of this short video, the viewer is told: "talk to your daughter before the beauty industry does" (Dove, *Onslaught*). Ask learners why they think it would be necessary for parents to talk to their children about certain messages seen in the video. Likely, students/participants will respond that the images seen in the clip portray an industry obsessed with outer beauty, without much attention being paid to inner beauty.



[Grade 10 students say "No thanks!" to this fashion theme in the activity "Talking Back"]

Part 2 (10 Minutes)

Part 2 of Activity 4 asks students/participants to look through popular fashion magazines. At the front of the class, create a space (either on a poster board or on the white/chalkboard) for students to "talkback" by dividing the board into two sections: one that reads "OK!" and one that reads "No thanks!" Instruct students/participants to cut out images/text that represent the fashion themes they see. Invite them to come to the front of the class and stick the image/text on the side for which they think it belongs.

While this activity is about empowering students/participants to speak up and talkback, it is more so aimed at supporting them on a new journey—one where they shouldn't feel shy to question the fashion industry on how it defines *real* beauty.

[Click here](#) to find the video “Onslaught” by Dove.

Conclusion

Delivered together, these activities challenge pre-16 students/participants to consider some of the social and environmental issues that surround the fashion industry. This workshop hopes to engage, educate, encourage and empower both educator and learner to get involved with the issues, as resources and tools are provided to help lessen the impact of the fashion industry on both *people* and *planet*.

Student Feedback

It is important that students/participants fill out feedback forms for this workshop, so that we may better understand their needs and concerns, moving forward with future workshops.

We have developed an online feedback form, [available here](#).

[Fashion High] Feedback Form: 1Hour Workshop

Understanding the Impact of your Clothing: An Introduction

Educator Feedback and Network

If you use this workshop, please [contact us](#) so that we may keep track of our programming.

You can share your adventures in teaching responsible fashion and consumption with our readers and network through our [Facebook page](#), as well as through our network on [Ning](#). Please feel free to share your experience, and post any questions or concerns—we would love to hear from you!

Works Cited

Allwood, Julian M., Nancy M P Bocken, Søren Ellebæk Laursen and Cecilia Malvido de Rodríguez. *Well dressed? The present and future sustainability of clothing and textiles in the United Kingdom*. Cambridge. University of Cambridge Institute for Manufacturing, 2006. On-line. Internet. Available http://www.ifm.eng.cam.ac.uk/sustainability/projects/mass/UK_textiles.pdf.

[Note that the final period marks the end of the citation and is *not* part of the electronic address.]

Fashioning an Ethical Industry (FEI). "I Agree/I Disagree: Exploring Attitudes to the Social and Environmental Impact of the Garment Industry." *Teaching Sustainable Fashion: A Handbook for Educators*. Edited by Liz Parker on behalf of Fashioning an Ethical Industry (UK) and Dr. Marsha A. Dickson on behalf of Educators for Socially Responsible Apparel Business (USA). London: Label Behind the Label, 2009. Pg. 179-180. On-line. Internet. Available <http://fashioninganethicalindustry.org/file/IAgreeIDisagree.pdf/>.

[Note that the final period marks the end of the citation and is *not* part of the electronic address.]

Onslaught. The Dove Self Esteem Fund. Dove. On-line. Internet. Available http://www.dove.ca/en/default.aspx#/features/videos/video_gallery.aspx?cp-documentid=9150778. [Note that the final period marks the end of the citation and is *not* part of the electronic address.]

Südwind Agentur. "All Together Now: Piecework on an Assembly Line." *Teaching Sustainable Fashion: A Handbook for Educators*. Edited by Liz Parker on behalf of Fashioning an Ethical Industry (UK) and Dr. Marsha A. Dickson on behalf of Educators for Socially Responsible Apparel Business (USA). London: Label Behind the Label, 2009. Pg. 152-153. On-line. Internet. Available <http://fashioninganethicalindustry.org/file/AllTogetherNow2.pdf/>.

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Südwind Agentur. "Journalists' Journey through the World of Garments." *Teaching Sustainable Fashion: A Handbook for Educators*. Edited by Liz Parker on behalf of Fashioning an Ethical Industry (UK) and Dr. Marsha A. Dickson on behalf of Educators for Socially Responsible Apparel Business (USA). London: Label Behind the Label, 2009. Pg. 154-169 On-line. Internet. Available <http://fashioninganethicalindustry.org/file/JournalistsJourney2.pdf/>.

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