

projectgreenchallenge

pgc
2013

CURRICULUM

LESSON PLANS
FOR A
conscious
lifestyle

STYLE

Introduction

In 2011, US clothing sales totaled more than \$329 billion. That's 329,000,000,000 reasons to stop buying conventional clothing and turn to eco fashion. Whether you take to the sewing machine to update clothes you already have, buy used, vintage, or upcycled items, organize clothing swaps, or choose from the beautiful collections of fashion-forward green designers and companies, you will be making a positive impact on the health of the planet.

The best news is that you don't have to sacrifice style for sustainability. Designers have proven that stylish clothing can be made from sustainable materials including organic cotton, bamboo, hemp and soy silk. More and more, large companies are adding eco options to collections. And, as eBay Green notes, "the greenest product is often the one that already exists." You can vote for environmental and social responsibility simply by making conscious choices about your clothing and accessory purchases!

Resources

- [*Pinterest Board - Men's Style*](#)
- [*Pinterest Board - Women's Style*](#)
- [*Pinterest Board - REStyled 2013 Lookbook*](#)
- [*Pinterest Board - Organic Cotton*](#)
- [*Project Green Challenge 2011 Style*](#)
- [*Project Green Challenge 2012 Style*](#)

Objectives

In today's lesson, students will:

- Discuss the importance of ethical style, organic cotton, and other sustainable fabrics in relation to real-world problems such as agricultural pollution, water conservation, and health.
- Collaborate to raise awareness about ethical style and alternatives to conventional clothing options.

Materials Needed

- Computer Lab
- Handout (included)
- Art equipment and recycled materials

Lesson Plan

Start of Class: 10 minutes

Screen this [video](#) about cotton production from National Geographic

From "[Behind the Stuff](#)": (select the one on clothing)

Following these videos, engage students in small group discussion with their peers around them.

Would like to see discussed - can time be allocated for that?

What Are You Wearing Activity: 30 minutes

With this activity, students will examine the story behind what they are wearing. Using the accompanying handout and using the [A-Z Fabrics](#) webpage, students will investigate where their clothing comes from, what it's made out of, and how it was produced. While the students are working, they can record the country where their item was produced, either on the board or on a projection of a world map.

Then, the students can use the same resource to look into two or three eco-conscious alternatives that could be used in place of these materials. What are the benefits or costs to using these materials instead of conventional materials? Lastly, in groups, the class can use Pinterest Boards to create outfits made of environmentally-friendly materials.

Thrift Shops Activity:

Thrift shops continue to gain popularity, especially among young people and due to pop-culture references from artists such as Macklemore. But do students realize that second-hand shopping is much better for the environment than buying new? Engage the students in a brief discussion about their perceptions or ideas about thrift shops, and who benefits from thrift shops. (Hint: Think about the entire lifecycle of clothing, such as when it's designed and manufactured, when it's worn, and when it is no longer needed.)

As an optional homework assignment, or even a field trip if there is a thrift shop close by, have students go to a thrift shop in groups and create four head-to-toe outfits.

Following the field trip, each student should write or type a one-page reflection about his or her experience, including a photo of them in a thrift shop outfit. They can explain:

Clothing Swap/Donation Event

Encourage students to think about the contents of their closet or clothing drawers and how often they wear their clothing. Are there some articles that the students haven't worn in months, years, or ever? Chances are, there are probably many students who feel the same way.

Design a clothing swap or donation event (or a combination Swap and Donation event) and host it with your class at the school or in your larger community. Design flyers, and informational resources about eco clothing available at the event. Bring in your own old clothes that you no longer wear; items that aren't swapped can be donated to a thrift store or to those in need!

Assessment/Checks for Understanding:

(homework: gather materials), 50 minutes prep time in class, 15-20 minutes for the show

To demonstrate their understanding of eco-fashion and as a fun way to finish the lesson, the students will work together to host an eco-fashion show. In groups, the students will all have roles, such as artists, designers, models, sewers (if fabrics are being utilized).

Research examples of clothing made out of entirely recycled and alternative materials. Upcycling fabric from unused items is a great option but try to think outside of the box. With a group, design a costume or outfit using these materials, and then make the outfit. Host a fashion show at your school or in your classroom displaying your creative, alternative looks - complete with poster and media advertising. Go crazy with it - think Lady Gaga, Project Runway, and modern day fashion: nothing is off limits! While your model is walking down the runway, have one or two group members explain why they created the outfit the way they did. Be sure to take a lot of pictures!

Style Handout

name: _____ period: _____ date: _____

What Are You Wearing? It's time to learn about the clothing you are wearing! Select an article of clothing that you are wearing and find the label.

1. What item did you choose? _____

2. Where is the item made? _____

Find the country on the map, label it, and color it in. Look it up if you need to.



3. What fabrics is it made with?

Style Handout cont.

name: _____ period: _____ date: _____

4. Using the ***A-Z Fabrics International resource***, look up all of the fabrics that made your products.

A. What are the benefits and consequences of this fabric?

B. Where is the material grown, and where was your product made? Were they in different places?

C. Does it involve the use of pesticides, and if so which kinds?

5. Now, use this same website to research some better, more sustainable fabric alternatives. What are the benefits or costs to using these materials instead of conventional materials?

6. Finally, log on to Pinterest. With two or three other students, create a Pinterest board with a complete outfit made with sustainable fabrics. In the description, describe the products you assembled and email the link to your teacher with the names of who helped to create the outfit.