Master of Educational Technology Program

Textile Waste and Fast Fashion

Social Studies, ADST, Science, HACE

Teachers: Amy Azaroff, Caylin Kenney, Leigh Della Siega, Tiffany Siu

Unit Planning Template

CURRICULUM AREA: Textile Waste and Fast Fashion **GRADE:** Grades 6 **Strands:** Social Studies, ADST, Science,

HACE

Teacher(s): Amy Azaroff, Caylin Kenney, Leigh Della Siega, Tiffany Siu

Assistive Technologies and Tools: Text to Speech/Speech to Text tools, Immersive Reader, Captions

Date: Monday July 4th, 2022

Lesson 1: Fast Fashion - Caylin
- Awareness on the fast fashion industry
- Video + article reflection
- Button making
- Extension: Design their button using TinkerCad

Lesson 2: Environmental Impact of Clothing - Tiffany
- Water/plastic/microfibre pollution/waste problem/GHG/chemicals/land use of the fashion industry ● Display random pile of clothing at front of class for students to generate curiosity, have them research labels to see how far their clothing travels
- Individually create a Genial.ly or glogster interactive poster
- Reflect on learning with a screencast or vlog
- Extension: Film & edit a skit or create digital infographic (if done on paper)

Lesson 3: Cultural Identity and Clothing - Leigh
- Cultural identity and how we represent our identity through our clothes
- Indigenous perspectives
- Maker Challenge - make a patch that is a representation of our identity
    - Students can use the clothing from the previous lesson to incorporate in their patches
- Reflect on learning in Maker Journal
- Extension: Create a digital version of their patch

Lesson 4: Reduce, Reuse and Repurpose Clothing (upcycling) - Amy
- Functional identity/objects
- Textile skill-building jigsaw

- Bags/hats/wallets out of used clothing, with Lesson 3 patches
- Indigenous world views: reusing all parts of things
- Extension: include a lesson about cultural appropriation vs. appreciation and look at how this shows up in fashion, halloween costumes, and other decorative and functional clothing

Culminating Task Description:

Students will take their learning and the artifacts they've created through the unit to put on a multi-modal "slow", upcycled fashion show. They can use video, projection, physical set pieces, music, and other media to perform the show that will raise the audience's awareness about the fashion industry and identity. It will incorporate what they learned throughout the unit in images, music, narration, etc. Students can perform the fashion show live or produce and share it digitally. Students will complete a group reflection on their process and individual reflections on their learning over the span of the unit.

Assessment: Rubric, peer feedback, Maker Futures Learning Assessment Framework (some sections),

Other students act as judges, giving 3-2-1 feedback exit ticket (3 "WOW"'s, 2 "things I learned", and 1 "I want more") at the end of each fashion show (like a reality show, but constructive).

Extensions: Share fashion show videos on school/district website, at an assembly, or through a school film festival to raise awareness with the wider school community.

They could also get into groups and do an advertisement, similar to Jaden Smith's Levi's commercial. Use green screens, rehearse facts, use the things they've created in the video, etc.

Overview

Expectations/ Competencies	"Big Idea"	Learning Goal(s)
Overall expectations *(Link to list of specific expectations addressed)*	*This will be the overriding theme,* *question, focus for the teaching* *and learning inquiry.*	*(Can be overall; might change throughout inquiry)*

- Complex tasks require the acquisition of additional skills.
- Complex tasks may require multiple tools and technologies.
- Make ethical judgments about decisions or actions that consider the conditions of a particular time and place, and assess

appropriate ways to respond (ethical judgment)
- Reflect on their design thinking and processes, and evaluate their ability to work effectively, including their ability to share and maintain an efficient cooperative work space

How can we inform our relationship with clothing to express our personal

stories and identities while considering how our actions impact the physical environment and global community?
- Using the lens of FPPL, students will understand the connectedness of our actions to our planet when it comes to the textile industry ● Using the lens of

FPPL, students will understand how their consequences of our actions textile waste and fast fashion impacts community and the land, and the future

- Identify how the land, natural resources, and culture influence the development and use of tools and technologies
- Develop a plan of action to address problem or issue

ADST

Understanding context
- Empathize with potential users to find issues and uncover needs and potential design opportunities

Defining
- Choose a design opportunity
- identify criteria for success and any constraints

Ideating
- Generate potential ideas and add to others' ideas
- Screen ideas against criteria and constraints
- Evaluate personal, social, and environmental impacts and ethical considerations

Prototyping
- Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
- Explore and test a variety of materials for effective use

Testing
- Gather peer and/or user and/or expert feedback and inspiration

Making
- Identify and use appropriate tools, technologies, and materials for production

Sharing
- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies

Social Studies
- Use Social Studies inquiry processes and skills to—ask questions; gather, interpret,

- Using the lens of FPPL, students will decolonize and challenge cultural stereotypes and build empathy for diverse cultural clothing
- http://www.fnesc.ca/first-peoples-principles-of-learning/
- Students will foster a maker mentality and engage in design thinking to create artifacts that depict their learning by challenging themselves, expressing passion, being resourceful with the materials they already possess, coming in with an open-mind, and being creative
- Students will develop 21st century skills through the design creation of their choice. These skills include problem-solving, perseverance, communication, collaboration, and hands-on learning
- Students will understand that the causes of textile injustice are complex and have lasting impacts on society
- Students will make reasoned ethical judgements about controversial actions after considering the context
- Students will define identity and investigate and share multiple aspects of their own identities. Learning for Justice

andanalyze ideas;andcommunicate findingsanddecisions	

● Develop a plan of action to address a selected problem or issue ● Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) **Science** ● Contribute to care for self, others, and community through personal or collaborative approaches ● Cooperatively design projects ● Transfer and apply learning to new situations ● Communicate ideas, explanations, and processes in a variety of ways ● Express and reflect on personal, shared, or others' experiences of place **Arts** ● Experience, document and present creative works in a variety of ways ● Demonstrate increasingly sophisticated application and/or engagement of curricular content ● Interpret creative works using knowledge and skills from various areas of learning ● Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making ● Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play ● Explore relationships between identity, place, culture, society, and belonging through the arts ● Demonstrate an understanding and	

appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts	

Assessment For Diagnostic Assessment (At the start of the cycle/unit) Hyperlink to examples, criteria, and prompts	Assessment As The overall teaching should prepare students to complete this task.	Assessment Of Culminating Assessment Task (At the end of the cycle/unit) *"Of what I've learned, what are my successes?"*
● Thumbs up (Lesson 2,3) ● Think/Pair/Share (Lesson 2,3) ● Padlet (Lesson 2) ● Resources from Keri on Assessment (Canvas saved) ● Examples ● Traditional Clothing: See, Think Wonder/Definitions ● Word Clouds (Lesson 4)	● Vlogging/Screencast (Lesson 2) ● Think/Pair/Share ● Interactive infographic (Lesson 2) ● Peer Assessment ● Self-Assessment in Maker Journal ● Reflections ● Peer Conferencing - Peer Feedback Choice Board.docx ● Planning & Defining ● Concept Map Criteria Checklist (Lesson 4) ● Top Tips Checklist (Lesson 4)	● Culminating fashion show and reflection (see below) ● Exit Ticket (see below) ● Completed Upcycled Piece Criteria Checklist and MakerFutures Learning Assessment Framework (Lesson 4 Summative)

Summary (DESCRIPTION) Conceptual Development *200-300 words*	Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA) *How the unit is situated in EDIDA*	Rationale *Why it matters to student, why it matters to community, why it matters to world, how it connects to STEAM, EDIDA,*

Multi-modal, cross-curricular unit investigating the impact of the textile and fashion industries on people, societies, identity, and the physical environment. Investigating and sharing our own identities and how we express them through clothing and functional objects. Semiotic modes include written, digital, audio, and video tools. Multiliteracies are represented in the identity portions of the unit, as students are investigating cultural and other factors of dimensional identity. Additionally, the use of videos, digital and print texts and digital content creation tools provides opportunities for students to explore content through a variety of media.	Diversity: Looking at how clothing and decorative functional textile objects reflect worldviews, cultures, ethnicities, everyday needs, geographic contexts, values, and personalities. Celebrating diversity by supporting students in exploring their multidimensional identities and the value of appreciating those of their peers. Equity and Inclusion: UDL multiple means of representation and action & expression through accommodations listed in each lesson. First Peoples Principles of Learning and how they are connected to the different aspects of the unit. See details on how the principles are included below.	As students are getting to an age where they begin to care more about their fashion style and brands, they need to be more aware of where their clothing comes from and the consequences (fast fashion/environment). As a result, an effort to reduce and reuse unwanted clothing is crucial. Additionally, they are looking at clothing from a holistic perspective to understand how it impacts identity. By doing so, students will have a thorough understanding of what the problem is, what they can do about it, and how fashion reflects who they are. Students walk away with a more informed lens of what they purchase, who they purchase from, and their impact as a result of these actions. They will walk away with changed attitudes, behaviours and skills for actionable things they can do to decrease their negative impact (upcycling). They will raise awareness in their communities by sharing their culminating fashion shows. Using the multimodal aspects described in the summary, the culminating activity represents the Modification and Redefinition steps of the SAMR model.

Instructional Strategies & Approaches:

Accommodations (For all students)	**Maker Challenges**	**Collaborative/Instructional Strategies**
	Inquiry, Design-Based Thinking, **STEAM**	**Norms of Collaboration**

● Upcycle: variety of entry points and textile techniques, depending on interest and UDL preferred means of expression. Cut & tie, glue/glue gun, hand sewing, machine sewing ● Multiple Means of Representation (subtitles, captions, student access to PowerPoint, etc.) ● Group work ● Extra time ● One-on-one check-ins ● Peer monitoring	Provocations: ● Videos ● Foundational Textile Skills Jigsaw (Lesson 4) ● Random clothing for students to track how far the item traveled (Lesson 2) ● Padlet (Lesson 2) ● See-Think-Wonder Task (Lesson 3) ● Read Aloud Picture Books (Lesson 3) Maker Challenges: ● Button-making (Lesson 1) ● Interactive infographic (Lesson 2) ● Creating identity patches (Lesson 3) ● Digital or physical Concept Map (Lesson 4) ● Upcycling t-shirts into bags (Lesson 4) ● Culminating Activity Fashion Show	Lesson 4: Collaborative concept maps. Jigsaw skill building inquiry (3 or 4) stations. Students will explore materials and techniques to learn foundational textile skills. Each expert from the skill group will join their making group and demonstrate the learning; working in collaborative groups, students will rely on one another's skills to create their own new functional or decorative item. Students will rely on distributed knowledge. Additionally, students will be collaborating through multiple think/pair/shares throughout the lessons. There will also be opportunities for students to give each other feedback through peer assessment.

Tech-Enabled Learning	Professional Resources	Subject Specific Concepts be specific and detailed here	Connection to Current Events & Issues	Parent Communication

- Podcast
- Vlogging/
- Screencast
- Eportfolio
- Interactive infographic
- Sewing machines
- Design buttons on Canva or similar platform
- micro:bits
- Conductive thread, light bulbs, sound modules
- AR/VR headsets and 3-D videos
  - Music, video, PA

Lesson 1:
[Canva slide deck](#)
["Is fast fashion destroying our environment?"](#)
[What is Fast Fashion? graffiti wall](#)
[this hand out](#)
[video](#)
Lesson 2:
[Powerpoint](#)
[The Lifecycle of a T-Shirt](#) [Infographic Example](#)
Lesson 3:
[Regalia Article CBC](#)
[Metis Dress Article](#)
[Traditional Clothing](#)
[Peer Feedback Choice](#) [Board.docx](#)
Lesson 4:
[Dead White Man's Clothes - Atmos | Part 1:](#) [A Closet Full of Clothes](#) [Dead White Man's Clothes](#) [Part 3](#)
[Jeans Wallet Tutorial](#)
[Upcycle Your T-Shirt](#)
[T-Shirt Hat Tutorial](#)
[UDL Guidelines](#)
[Canadian Museum of History](#)
[Maker Futures Learning](#) [Assessment Framework](#)

Science:

- How textile waste affects our water, land, GHG, and landfill

- Looking long term, are our actions today sustainable for the future we want to live in?

Social Justice

- Ethics

Social Studies

- Complex global problems require international cooperation to make difficult choices for the future.

HACE

- Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.

- Global Clothing Issues: Sweatshops, child labour, environmental impacts of textile manufacturing, waste, and end-of-use clothing cycle

- Canadian efforts toward Decolonization and Reconciliation

- During unit launch, describing the project and asking families to donate discarded clothing (if appropriate for the particular community).
- Share culminating fashion shows with families in person, and on the school website.
- Invite family members into the classroom to support textile lessons (if possible).

First Peoples Principles incorporated into learning for student self-reflection: How are we bringing this into the other aspects of the unit

● Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
○ How does textile waste and fast fashion hinder this, what could students to to directly support or improve this? ● Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
　　　　○ Can the textile industry ever be holistic? Have students upcycle as a means to connect with "place" and improve
　　　　　　environmental impacts
　　　　○ Understanding the connectedness of our actions.
　　　　○ Reflecting and understanding the connectedness and relationality of our actions
● Learning involves recognizing the consequences of one's actions.
　　　　○ What will our future look like if we do not positively improve the direction we are heading?
● Learning involves generational roles and responsibilities.
　　　　○ Why is it important to acknowledge we all have a responsibility to the land?
● Learning recognizes the role of Indigenous knowledge.
　　　　○ How could we use Indigenous knowledge and practices to aid in this textile issue of waste? ●
Learning is embedded in memory, history, and story.
　　　　○ What have we learned from the past?
● Learning involves patience and time.
　　　　○ Iterative ideas of making take patience and time, at each step of this process reflect on this.

Lesson #1: Fast fashion	Lesson #2: Environmental impact of clothing	Lesson #3: Cultural Identity and Clothing
Title: Fast Fashion **Big Idea**: 　● Complex global problems require international cooperation to make difficult choices for the future 　● Design can be responsive to identified needs **Assessment**: 　● Checking for understanding ● 　Think/pair/share 　● Graffiti wall/ individual mode submission 　● Completion of buttons	**Title**: Environmental impact of clothing **Big Idea**: 　● Design can be responsive to identified needs 　● Complex global problems require international cooperation to make difficult choices for the future. **Assessment**: 　● Thumbs up	**Title**: Cultural Identity and Clothing **Big Idea**: 　● Complex tasks may require multiple tools and technologies. 　● Clothing is tied to who we are **Assessment**: 　● Thumbs up 　● Think/pair/share 　● See-think-wonder & definitions

	● Think/pair/share ● Interactive infographic ● Vlogging/screencast	● Peer assessment of design plan ● Self-assessment in maker journal

Lesson #4: Upcycling Clothing

Title: Refuse, Reuse, Repurpose
Big Idea:
- ● Clothing and functional objects, traditions and representation of culture, identity, ethnicity, values, etc.
- ● what happens to discarded clothing
- ● foundational textile skills and then teach those skills to their peers
- ● design and create a new object

Assessment:
- ● Criteria checklist/rubric
- ● self-assessment and reflection

Fashion Show Rubric:

Evidence of Exceeding Standards	Proficient Areas for Improvement
	The fashion show visuals are appealing and easy to read.
	Information accurately covers most of the important aspects of the issue.
	All group members played an active role in producing and executing the fashion show. Each member can answer most questions to show their understanding of the issue.
	The slogan, logo, and products showed a relationship to the issue and were explained in the fashion show.

	All functional items include unique personal patches. All functional items came from discarded clothing and clearly demonstrate the foundational textile skills practiced in the unit.

Exit Ticket 3-2-1 (Fashion Show Judging)

<div align="center">

3 "WOW"'s

2 "things I learned"

1 "I want more"

</div>