



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of  
Educational  
Technology  
Program



# Fast Fashion & Climate Change Choice Board- Inclusive Makerspace

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Grade 6/7 Impact of Fast Fashion Unit

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# Overview of the challenge

As critical thinkers, students will be able to reflect on their own consumerism and determine innovative ways for people to be more mindful of their clothing choices from a sustainability perspective.

## Materials and Resources Required

- If you would like to teach this maker challenge with slides, you can find them [here](#). Please note that the slide deck includes slides with the accompanying provocation
- [Action Plan Choice Board](#)



Slides



Action Plan Choice Board

## Inclusive Maker Challenge Instructions

- Students will use what they have learned from the provocation and demonstrate it in an action plan. There will be three options available and students will use the critical guiding questions to frame their thinking.
- They will use this [choice board](#) to create an action plan to inform people about the impacts of fast fashion on climate change and ways to mitigate our impact.



- This [assessment rubric](#) can be used. To conclude the maker challenge, students who chose the skit option can perform it in the class. For the poster and paragraph options, they can be presented to the class, in small groups, or as a gallery walk. To share with families and communities, students can film their presentations to spread awareness of their action plans.



### Challenge Objectives

I can understand the process of how clothing is created and its impact on climate change. I can communicate my learning and provide suggestions for people to reduce their consumerism through writing, visual arts, or drama.

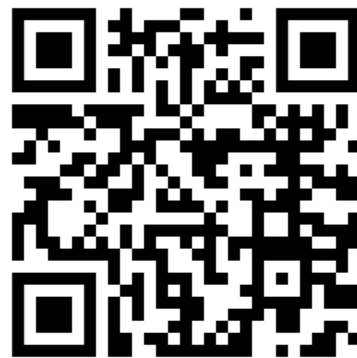
## Critical Questions for Consideration

- Why is purchasing better quality garments better for the environment?
- When clothing has reached the end of its life, what should we do with it?

## Background/ Additional Information

### Clothing Waste

- Where does our clothing go? This video outlines the reality of where our clothing goes, even if we're not putting it in the landfill.



## Inclusivity Focus

Another point to consider is how the content is representative and responsive to students in the class. There are ample options to cater to the provocation with students' diverse backgrounds, values, and home situations in mind. Encourage students to reflect on their suggestions to mitigate climate change through fast fashion. Are these suggestions accessible and attainable for everyone? If not, what systems, supports, or education need to be in place to do so?

## No-Tech, Low-Tech, High-Tech Options

Students can use paper-and-pencil through writing, drawing, or live acting, or opt for digital platforms (i.e. Google Slides, Canva, Genial.ly, iMovie. etc.).

## Extensions

- Students can utilize the articles on this [website](#) to further their thinking and research on how we can promote sustainability within fashion.

