



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of  
Educational  
Technology  
Program



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Fast Fashion & Climate Change - Inclusive Provocation

Grade 6/7 Impact of Fast Fashion Unit

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## Overview of the provocation

As global citizens, students will develop an awareness of where their favourite clothing brands manufacture their clothes, along with the impact it has on climate change through the process of manufacturing itself, waste, and shipping.

## Materials and Resources Required

Materials may include any or all of the following

- YouTube video link and QR code
- Website links and QR codes
- If you would like to teach this provocation with slides, you can find them [here](#). Please note that the slide deck includes slides with the accompanying maker challenge
- Optional: Padlet and Jamboard hyperlinked below with QR codes



Slides

## Inclusive Maker Provocation Instructions

### Part 1:

- This introduction activity will get students thinking about the process of making clothes and the environmental impact of it.
- Additionally, before considering others' perspectives, students will reflect on their knowledge and biases to have a clear understanding of their identity within the topic (i.e. As a consumer, how do I play a part in this issue?) Once that is established, students will be able to analyze world issues from a critical lens and understand how fast fashion impacts their community and the land, and the future consequences of our actions.
- Think-Pair-Share - Where is your clothing from? - Students will take a look at their own clothing and their peers. Project or display a [world map](#) and record where the class' clothing was made. Make note if there are multiple articles of clothing from the same country **Alternative:** Use this [Jamboard](#) as an interactive

activity for students to share where their clothing is made.



### World Map to Project

- Think-Pair-Share - What do these countries have in common? Why is our clothing made in these countries? **Alternative:** Brainstorm on paper in small groups and do a gallery walk and sharing afterwards



### World Map Jamboard

## Part 2:

- Life Cycle of a Pair of Jeans - Use this [link](#) from BrandNew2Me to access the activity cards on the last page. Print and cut enough sets for your class. Have students re-arrange cards in chronological order. What are the impacts on the environment at each stage?



- Watch these two YouTube videos and consider these questions while watching. Have students write notes, make a mind map on a piece of paper, and discuss their thoughts afterwards.
  - [Wasted: Fast Fashion is Fueling our Ecological Crisis](#)
  - [The Life Cycle of a T-Shirt](#)



**Wasted: Fast Fashion is Fueling our Ecological Crisis**



**The Life Cycle of a T-Shirt**

- Facilitate a class discussion on the two videos framed around the critical questions below. **Alternative:** Use this [Padlet](#) to record your responses.



## Critical Questions for Consideration

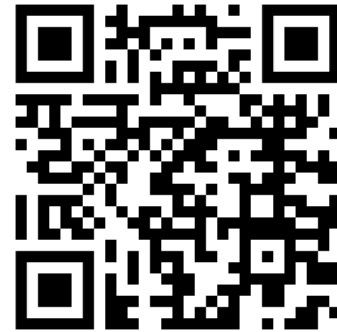
- Where and how is our clothing made? What are the steps that are taken for the fabrics to be made and shipped to the stores?
- What are the environmental implications from producing clothes?

## Background/ Additional Information

- These resources below may be useful for students who don't have the background knowledge on the topic or would like additional information to consolidate their learning.

### [Fast Fashion Explained](#)

- For students who don't have background knowledge of what fast fashion is, this video explains with concrete examples and visuals.



### [Environmental Statistics](#)

- For data-driven students, this website breaks down which aspects of our environment fast fashion is affecting. Having a sense of the numbers and percentages may provide a better grasp of fast fashion's impact



## Inclusivity Focus

Prior to this provocation, invite students to reflect on their own knowledge and biases so that they have an understanding of their identity. In doing so, this will propel them to consider the ideas in this provocation with a critical lens (i.e. As a consumer, how do I play a part in this issue?) and lead to a richer understanding of the world. 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. When discussing developing and developed nations, be cognisant of perpetuating stereotypes and approach this topic from a political and economic standpoint (i.e. Companies produce clothing in developing nations because there is an absence of minimum wage. This goes back to the country's government structure.). Encouraging students to do additional research may be beneficial to further their inquiry to dive deeper into the topic. This provocation aims to spark conversation and social action to bring awareness to how we consume clothing, which will lead to the accompanying maker challenge.

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

Within this provocation, there are no and low-tech options to allow for student choice and autonomy as to how they want to best share their learning. Students can use paper-and-pencil through writing or drawing, or opt for digital platforms (i.e. [Jamboard](#), [Padlet](#), etc.).

### Extension

- Thinking of the reversal of fast fashion, this [video](#) demonstrates an example of how online fashion purchases are returned, where they end up, and if they actually are resold in stores. Knowing how clothing companies handle returns, how does this impact your purchasing choices? Students can record their answers in the Padlet as well.

