



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

**Master of  
Educational  
Technology  
Program**



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**Fast Fashion: The Harm it Brings- Inclusive Provocation**

**Grade 6/7 Impact of Fast Fashion Unit**


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## Overview of the provocation

Western society often engages with trend seeking and wanting to have the newest fashion items, but at what cost?

## Materials and Resources Required

Materials may include any or all of the following

-  [The Problem With Fast Fashion | Teen Vogue](#)
- [Padlet](#)
- A deck of card
- White board, large sheet of paper with markers or cut out copies of the words in which to organize



[The Problem With Fast Fashion](#)



[Padlet](#)

## Inclusive Maker Provocation Instructions

### Part 1:

First, you are to put participants into random groups using a deck of cards. When each participant enters the room, they will take a card and at the prompt, they will seek out the area with the card of the same suit. From there, inform the groups that each will need to rank the following list from least to most harmful:

- harvest materials
- design article
- manufacture piece
- test demographic
- ship to store or warehouse
- examine trends
- processing materials

When you think about what “most harmful” means, try to think about where these materials are and explain each ranking with the EDIDA framework in mind. Take a picture of your list and post it to your list and post it to the [Padlet](#).

## Part 2:

Following, watch the video [The Problem With Fast Fashion | Teen Vogue](#) and reflect on the video and how it relates to the list you created. Is there an overlap? What kinds of aspects did you take into consideration when deciding what is and isn't considered harmful?



## Critical Questions for Consideration

1. How has the fast fashion industry negatively impacted developing nations and what ties can be made to colonialism?
2. What are steps we can take to minimize or eliminate the impact fast fashion has on developing nations?

## Background/ Additional Information

There is a website and a YouTube video that provide some background information for participants to engage with.

1. [Fast Fashion: How it Affects Laborers and the Environment](#)

This article dives into the impact the fast fashion industry has on both the environment and laborers. Participants can learn about the implications fast fashion has on the development of such materials in a quick manner, and how it ties to those who work at the production plants and the environment around them. Below is the QR Code for it:



2. [The Dirty Truth of Fast Fashion | How does fashion impact the environment?](#)

This YouTube video provides a general sense of how fast fashion impacts the environment. Providing this video will get participants to start seeing how harmful the industry is. The QR Code is below:



## Inclusivity Focus

This challenge has participants reexamine their preconceived notions on what kind of harm the fast fashion industry is doing. Many will like to rank the list of steps to produce fast fashion with environmental harm in mind but may not realize the impact it has on developing nations themselves. This provocation uses the EDIDIA framework to position the fast fashion industry as something built from colonialism and references how these clothing manufacturing plants are located in developing parts of the world. Each step in producing an article of clothing can be addressed through an EDIDA lens (where is the piece of clothing made, is a clothing company trying to appropriate a culture for fashion, what do the manufacturing plants do with the waste that they create when making these clothing items). Leading into the maker challenge is to think about steps that can be taken to minimize or eliminate the negative impacts that the fast fashion industry has on developing nations and the people working in those manufacturing plants.

The inclusive learning environment is for all students to take risks, share ideas and experiences, and unlearn, relearn, and extend learning is pertinent to this provocation.

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

For this provocation, there are no low-tech options available. Participants will be given a whiteboard, a large sheet of paper with markers, or premade paper slips with the steps of clothing production that they are able to rearrange as least to most harmful. After completing their ranking, they are able to post their list on the Padlet as well as their chosen E-Portfolio (ex: MyBluePrint, SpacesEDU, Google Sites, etc...).

## Extension

You can watch the following video to further get an understanding of how the resale of fast fashion to developing nations has created further impact and exploitation. With all this information, how does that affect the purchasing of new clothes? Is there such a thing as buying eco-friendly fast fashion?

[▶ The environmental disaster fuelled by used clothes and fast fashion | Foreign Corr...](#)

QR Code:

