



Master of  
Educational  
Technology  
Program



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“Make Do and Mend” Provocation

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Inclusive Makerspace Provocations

## Overview of the provocation

This provocation is designed to help students consider actions they can take to extend the wear of garments and counter some impacts of fast fashion. They will do this while investigating gender norms related to modern and historical mending practices across cultures and consider the impact of repairing or mending on their community.

## Materials and Resources Required

- [Link](#) to the Repair Café Video



- Link to the [Podcast](#) about Visible Mending and its Origins in the Japanese Tradition of Sashiko.



- Make Do and Mend [poster](#).



- Paper and Pencil to record Know/Wonder/Think and Group Ideas

# Inclusive Maker Provocation Instructions

## Part 1:

With a group or individually click on the following [link](#) or scan the QR code to view a video on a repair café in Wales. As you watch consider the following:

- What effect does mending have on the individual, community, and world?
- How has mending been a community building activity in the past and how can you see it encouraging community in the world today?
- How can it be used to build relationships and connections in your school or home?

Have a discussion with your group about your thoughts relating to these questions.



## Part 2:

Listen to this [podcast](#) about Visible Mending and its Origins in the Japanese Tradition of sashiko.



Record what you **notice**, what you **think**, and what you **wonder** while watching the video and listening to the podcast. Take 3 minutes of independent time to reflect and complete this after the end of the video.

Discuss with your group or the whole class and take the opportunity to share what you observed. Use the guiding and critical questions to move the discussion forward with a focus on the effect mending has on the individual, community, and world.

## Part 3:

Take a look at the following poster from an advertising campaign used in Britain during World War Two. During the war, the British government put out a series of posters

encouraging British citizens at home to take part in the war effort and outlined steps that ordinary citizens could take to help. The war had disrupted the supply chain and led to shortages of food and clothing, so people were encouraged to wear their clothing for longer, mend damaged clothing, upcycle old clothing, and use fabric from old sheets or curtains to create new clothing. One way that the government encouraged them to do this was through advertising campaigns with posters and pamphlets using the slogan “Make Do and Mend”.

View this [poster](#).



Group discussion: Think about who this poster was meant to appeal to and what that says about gender roles in mending. Why and how does this poster reinforce those? Is mending a valuable activity for everyone to take part in? How are certain people excluded from being encouraged to mend items? How can we include everyone in making sustainable choices regarding their clothing?

Individually or with your group **create a series of recommendations (5) for a modern poster campaign** aimed at encouraging their peers to wear their clothing longer and repair, or when they are worn. How could you create a more inclusive modern campaign to encourage people to repair clothing items?

## Critical Questions for Consideration

- What effect does mending have on the individual, community, and world?
- How has mending been a community-building activity in the past and how can you see it encouraging community in the world today? How can it be used to build relationships and connections in your school or home?
- What gender norms exist that relate to mending and why is it beneficial to include everyone in mending activities?
- Who has historically been included in efforts to encourage mending? Who is excluded? Why do you think this happened and how can we help mending clothing become an activity that is inclusive to more people?

## Background/ Additional Information

Follow this [link](#) to view more information about the “Make Do and Mend” campaign from 1943.



## Inclusivity Focus

Although the Makerspace movement is meant to be open to all, women and minorities are still frequently underrepresented in these spaces. Hannah Kye proposes that the best way to address inequity in makerspaces is by following the tenets of Culturally Responsive Pedagogy. Culturally Responsive Pedagogy is a framework that addresses such inequities in part by building community and including diversity in the curriculum. This provocation encourages students to identify the need for building a community to address sustainability concerns in the fashion industry and how a maker mindset can bring people together to work towards a common goal.

It also exposes students to diverse resources on visible mending and demonstrates respect for the origins of the modern visible mending movement as being from the Japanese art of sashiko. It introduces them to times in history when mending was a necessary action to address a problem and invites them to think about how it can also be used to address pressing concerns in our modern age. This can invite students to think about how they care for their clothes in their own families and if there are any connections to mending practices in their own cultural context.

Inclusive makerspaces present students with a diverse range of materials, including ones like fabric, that aren't traditionally seen in a high-tech environment. This provocation opens a discussion about who has traditionally been invited to create with fabric and how this can change moving forward to address sustainability goals related to clothing. This can help build a sense of belonging when it comes to making fabric and can encourage students to take on new challenges with unfamiliar materials.

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

You can show this video to students in small groups with devices or by projecting it onto a screen if classroom devices are not an option. The only part that needs to be

projected is the repair café video, but the rest could be printed out and provided to students as a hard copy. Overall, this provocation is no-tech but higher-tech options can be incorporated. Students could share the outcome of their group discussions using Padlet or a similar web application. If students extend their learning by creating their own poster campaign they could use Photopea, Adobe Photoshop, or Canva to create their poster designs and even use micro:bits or Makey Makey Kits to create interactive art installations to spread the message of their campaign.

## Extension

As an extension to this activity, you could have students create a poster campaign in their school to inform their peers about the impact of fast fashion and encourage them to wear their clothing for longer and learn to repair their own clothes.

This campaign could include:

- Digital posters designed on Canva, Adobe Photoshop, or Photopea
- Interactive art installations using micro:bits or a Makey Makey kit that speak to the need for more sustainable fashion practices
- Hand-drawn posters (no-tech option)