



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

By: James Halliday

<b>Grade(s):</b> 6/7	<b>Date(s):</b> July 14th, 2023	<b>Duration:</b> 79 minutes	<b>Lesson Topic/Title:</b> Fast Fashion and Climate Change
<b>Subjects:</b> Social Studies	<b>Number of Students:</b> 24		
<b>Big Ideas:</b>			
What has Western society/colonization done that has negatively impacted developing nations and climate change?			
<b>Curricular Competencies:</b>			
Explain different perspectives on past or present people, places, issues, or events and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.			
<b>Content Objectives:</b> Make an action plan that addresses spending less money towards the fast fashion industry.			
<b>General Objectives:</b> Develop empathy for people forced to work under conditions found in fast fashion factories.		<b>Specific Objectives:</b> Recognize how western society is responsible for the working conditions of fast fashion factories.	

<p><b>21stCENTURYCOMPETENCIES:</b> <i>Which COMPETENCIES will be addressed and how?</i>  Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection</p> <p>Critical thinking and communication skills are addressed in this lesson. Critical thinking will be present for students who will be required to think about the timeline of how a clothing factory is built and how it affects an area. They will take the challenge/provocation to write a reflection on how fast fashion negatively affects developing nations.  Communication is present in this lesson through open discussion on fast fashion's positive and negative impacts as an opening activity and group work on the timeline assembly.</p>	
<p><b>LEARNINGGOAL(S)</b> I can... I will....</p> <p>I will be able to reflect upon western society’s impact on fast fashion and climate change and how it has harmed developing nations and the environment.</p>	
<p><b>PRIORKNOWLEDGE</b> <i>Prior to this lesson, students will be able to...</i></p>	
<p>Students will be able to list popular clothing brands and general living conditions of other parts of the world.</p>	
<p><b>Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-  <u>Considerations:</u></b></p> <ul style="list-style-type: none"> <li>● <i>How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?  To ensure that all learners are able to participate, the lesson will incorporate multiple activities using multimodal approaches so that all can engage with the content.</i></li> <li>● <i>Consider what materials you will use  The materials being used would be mini-whiteboards spread throughout the classroom, a deck of cards to organize them in groups, a computer, projector, and speaker to show notes and YouTube video to the class.</i></li> <li>● <i>How will you ensure all voices are included and heard?  All voices in the classroom will be able to share during the opening activity using a talking piece by placing students in random groups to break down social barriers and their final reflection piece. The lesson will bring perspectives from different countries where clothing brands house their factories to share their stories and experiences with the class.</i></li> </ul>	

- *From what lens will the content be delivered?*  
*The lenses that the content will be delivered through text, audio, video, and hands-on activity.*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*  
*I will present the content in a culturally responsive way by incorporating first-hand experiences from people who work in clothing factories around the world. In doing so, students will read, watch, and listen to the stories of people whose lives are impacted by the fast fashion industry.*


**DIFFERENTIATED INSTRUCTION** *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

There will be a group activity at the beginning of the class where they will be required to work with group members randomly. This will be done by handing everyone a playing card at the beginning of the class, and they will need to find the same numbers. After that, they will watch a video on the fast fashion industry from YouTube with closed captions for those who may be hearing impaired. Lastly, during the primary stories portion, these stories will be in written, audio, or video format so students can pick whichever they find easier to learn and reflect on.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

Students will have preferential seating if they require a separate space, to sit at the front of the class, etc... Students will also get the opportunity to design their action plan using any format or technology they wish to use.

**MATERIALS:**  
*Computer/project/stereo*  
*Paper copies*

<p><b>INTRODUCTION/MINDS-ON</b>          Begin the class with a land acknowledgment and where the students have the privilege to learn, live, and play. Start by asking students as a class, what are some of their favorite clothing brands. Write their answers on the whiteboard. Take a photo of all the answers and post it on a shared digital learning space.</p>	<p><b>CRITICAL GUIDING QUESTIONS:</b>          What do we know and not know about popular clothing brands?</p>
<p><b>ACTION-LEARNING EXPERIENCES:</b></p> <p><b>A) EXPERIENCE 1 (Provocation/Challenge)</b></p> <ol style="list-style-type: none"> <li>1. Place students in random groups using playing cards. After doing so, provide them the list of events that go into making a piece of clothing:             <ol style="list-style-type: none"> <li>a. harvest materials</li> <li>b. design article</li> <li>c. manufacture piece</li> <li>d. test demographic</li> <li>e. ship to store or warehouse</li> <li>f. examine trends</li> <li>g. processing materials</li> </ol> </li> </ol> <p>They are to rank them in which they think is most harmful and provide an explanation, and how it links back to colonialism.          Take photos of each groups work and post it to a shared digital learning space (Spaces.EDU, padlet, etc...).</p> <p><b>B) EXPERIENCE 2(Provocation/Challenge)</b></p> <p>Show students the video “Why fast fashion’s allure comes with environmental and human costs”. After the video, have them write down or share their initial thoughts on the video and issues with fast fashion.</p> <p> <b>Why fast fashion’s allure comes with environmental and human costs</b></p>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p> <p>How do fast fashion factories negatively impact the environment?</p> <p>How do fast fashion factories negatively impact human lives?</p> <p>How is fast fashion tied back to colonialism?</p>

**C) EXPERIENCE3(Provocation/Challenge)**

Students will then pick one of three options to explore how the fashion industry is negatively impacting developing nations (environmental or ethical). The three options are:

- Youtube: Walk in My Shoes: Nike's Sweatshops (A Culture Jamming Documentary) | Bonettnetwork
- <https://impactpolicies.org/news/226>
- <https://www.theguardian.com/world/ng-interactive/2014/apr/bangladesh-shirt-on-your-back>

After examining the chosen shite, students are to write down what they “see”, “think”, and “wonder” and share their findings in small groups. Pull the groups together for a class discussion where they share their findings with the class, and you write them on the whiteboard.

**CONSOLIDATION/CONCLUSION:**

Instruct the students that they are to design an action plan on how they can limit/reduce/stop purchasing/ supporting corporations that have their factories in developing nations. They are to also reflect on how the fast fashion industry has impacted these nations using their findings as supporting evidence. They are to use any material (paper, cardboard, Tinkercad, video, podcast) as a means of product.

**CRITICAL GUIDING QUESTIONS:**

What can I do to disrupt the fast fashion industry?

**ASSESSMENT (STRATEGIES, TOOLS)-DIAGNOSTIC, FORMATIVE, SUMMATIVE**

**Diagnostic:** Throughout each activity, the teacher will chat with students to determine their level of engagement with the provocation/challenge and subject matter.

**Formative:** The formative assessment will be their participation in discussion, group work, and individual reflection from the third experience.

**Summative:** Their action plan/final reflection will be used as the summative piece, addressing the curricular competency: Explain different perspectives on past or present people, places, issues, or events and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.

<p><b>Emerging:</b> The student demonstrates understanding of competency with minimal to no evidence or perspective (e.g.: recognizes that fast fashion has negative impacts but does not reference any evidence shown).</p>	<p><b>Developing:</b> The student demonstrates an understanding to competency with little evidence, but cannot place the reason or start of the issue (ex: recognizes that fast fashion is negatively impacted developing nations but does not understand or explain its colonial roots).</p>	<p><b>Proficient:</b> The student demonstrates an understanding of competency with evidence pulled from pieces used during the lesson.</p>	<p><b>Extending:</b> The student demonstrates an understanding of competency with evidence pulled from the lesson and elsewhere, making the link between colonialism and factories based in developing nations.</p>
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## EVALUATION OF THE LESSON

<p><b>Emerging:</b> The student demonstrates an understanding of competency with minimal to no evidence or perspective (e.g.: recognizes that fast fashion has negative impacts but does not reference any evidence shown).</p>	<p><b>Developing:</b> The student demonstrates an understanding to competency with little evidence, but cannot place the reason or start of the issue (e.g.: recognizes that fast fashion has negatively impacted developing nations but does not understand or explain its colonial roots).</p>	<p><b>Proficient:</b> The student demonstrates an understanding of competency with evidence pulled from pieces used during the lesson.</p>	<p><b>Extending:</b> The student demonstrates an understanding of competency with evidence pulled from the lesson and elsewhere, making the link between colonialism and factories based in developing nations.</p>
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## REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
  - a. When teaching this lesson again?
  - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

**Will be completed after teaching lesson for the first time.**