



Master of Educational Technology

Unit Plan

CURRICULUM AREA: Cross-Curricular Impact of Fast Fashion

GRADE: 6/7

Strands: Science, Social Studies, Numeracy, ADST, Art

Teacher(s): James Halliday, Megan Roughley, Katie Muzyka, Winnie Kong, Natalie Pang

Date: July 10, 2023 - July 14, 2023

Lesson Overview

Lesson 1: Natalie Pang - Science - Climate Change

- [Lesson Plan](#)
- [Lesson Slides](#)
- [Action Plan Choice Board](#)
- [Action Plan Assessment Rubric](#)

Lesson 2: James Halliday - Social Studies - Impact of the developing world

- [Lesson Plan](#)

Lesson 3: Megan Roughley - Social Studies - Traditional Textiles

- [Lesson Plan](#)
- [Lesson Video Overview](#)
- [Lesson Slides](#)
- [Lesson Worksheet Template](#)
- [Epic! Book Collection](#)
- [Lesson Assessment Rubric](#)

Lesson 4: Winnie Kong - Math - Percentages/Fractions/ Financial Literacy

- [Lesson Plan](#)

Lesson 5: Katie Muzyka - ADST- Visible Mending

- [Lesson Plan](#)
- [T-shirt Intro Handout](#)
- [Maker Challenge Choice Board](#)

Additional Lessons: As our unit is cross-curricular, any of the individual lessons could be expanded upon to meet the curricular areas “Big Ideas,” “Content,” and “Curricular Competencies.”

Culminating Task Description: Our proposed culminating task would be a mending fix-it session. This could be done in a variety of ways such as a “Celebration of Learning” with families invited to the space in an open-house style. Alternatively, classes could invite younger classes or their “buddy class,” to come in for a fix-it session. Students who completed the unit could ask for donations for their mending to be donated to sustainable organizations that are combatting the implications of fast fashion. Students would then be able to show off their mending skills, learned in lesson 5, and facilitate cross-curricular discussions prompted by lessons 1-4.

Overview

| <p>Expectations <i>Overall expectations (Link to list of specific expectations addressed)</i></p> | <p>“Big Idea” <i>This will be the overriding theme, question, focus for the teaching and learning inquiry.</i></p> | <p>Learning Goal(s) <i>(Can be overall; might change throughout inquiry)</i></p> |
|--|---|---|
| <p>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> <p>Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</p> <p>Make observations aimed at identifying their own questions about the natural world</p> <p>Demonstrate an awareness of assumptions and bias in their own work and secondary sources</p> <p>Make ethical judgments about decisions or actions that consider the conditions of a particular time and place, assess appropriate ways to respond (ethical judgment)</p> <p>Investigate aspects of their</p> | <p>What has Western society/colonization done that has negatively impacted developing nations and climate change?</p> <p>And</p> <p>What can we learn from Indigenous/Ancient Civilization practices to make clothing more sustainable?</p> <p>And</p> <p>How can we use decimals, fractions, and percents to visually represent and describe data in a circle graph?</p> <p>And</p> <p>What steps can we take to make our relationship with clothing more sustainable?</p> | <p>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 (perspective)</p> <p>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.</p> <p>Assess the significance of people, places, events, or developments at particular times and places (significance)</p> |

| | | |
|---|--|--|
| <p>own culture and identities that impact the way in which they interact with clothing and identify cultural practices that can create a more sustainable relationship with clothing.</p> | <p>And</p> <p>How does my culture affect the fashion I consume and how I care for my garments? What cultural traditions exist that could help to make my actions surrounding my clothing more sustainable?</p> | |
|---|--|--|

| <p>Assessment For Diagnostic Assessment <i>(At the start of the cycle/unit)</i></p> | <p>Assessment As Learning <i>The overall teaching should prepare students to complete this task.</i></p> | <p>Assessment Of Culminating Assessment Task <i>(At the end of the cycle/unit)</i></p> |
|---|--|---|
| <p>Before the start of the unit, an assessment of their background knowledge or understanding of fast fashion. This can be conducted through a KWHLAQ chart. This can also help frame where to start and what your students are interested in learning in this unit. Students will be asked, “What do I know, what do I want to know, how do I find out, what have I learned, what action will I take, and what questions do I have?”</p> <p>Other diagnostic assessments used throughout the unit:</p> <ul style="list-style-type: none"> ● Think-pair-share ● Kahoot! and Quizzes games | <p>Throughout the unit, students will be formatively assessed by teachers, peers, and themselves to reflect on their understandings of the big ideas; clear any misconceptions; and identify ways they can improve for the next step.</p> <p>Formative assessments includes:</p> <ul style="list-style-type: none"> ● Graphic organizer, Padlet share, Kahoot quizzes, discussions, teacher observation and informal chats, checklists etc. ● Peer feedbacks ● Self-assessment checklists ● Reflections ● Journal ● Think-pair-share ● Exit tickets ● Padlet | <p>Assessment takes place at the end of each lesson with a culminating opportunity for self-assessment after the final lesson. At the end of the unit, students will be able to reflect on their own and Western societies’ role in the fast fashion industry, please see individual rubrics in each lesson plan.</p> |



| | | |
|--|--|---|
| <p>Summary (DESCRIPTION) Conceptual Development</p> | <p>Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA) <i>How the unit is situated in EDIDA</i></p> | <p>Rationale <i>Why it matters to the student, why it matters to the community, why it matters to the world, how it connects to STEAM, EDIDA, TPACK/SAMR</i></p> |
|--|--|---|

| | | |
|--|--|--|
| <p>The unit's summary is to have students learn about the fast fashion industry, its roots of origin, and harm to both the environment and social impact. At the end of the unit, students will have created an action plan to tackle the presence of fast fashion, interactive infographics to compare the costs of manufacturing clothing in developed and developing countries, and acquired the skills to repair clothing through various means.</p> | <p>Equity: All students will need different entry points into the lessons. The activities are scaffolded in such a way that there is a low floor and high ceiling so that all students can enter and access the activities. This unit is rooted in the principles of UDL.</p> <p>Diversity: Fashion is a means for people to express themselves, interests, and cultures. The activities in this unit will allow students to explore clothing from different time periods and places around the world.</p> <p>Inclusion: During the design of this unit, we have considered students' needs and different learning styles. As a result, within each lesson and each activity, we have provided multiple access points and ways to demonstrate their learning.</p> <p>Decolonization: The First Peoples Principles of Learning are embedded throughout the unit the principle where learning is holistic, reflexive, reflective, and experiential. Our unit is cross-curricular and students will be reflective on their clothing consumption choices, and students will be able to mend their own clothing as well.</p> <p>Anti-Racism: Each lesson is created to ensure that various voices and ideas are used to present the information. Lessons are created to ensure there is a distinction between learning about and appreciating different cultural practices and appropriating them.</p> | <p>As global citizens, this unit will bring awareness to students on the impact of fast fashion through climate change, sustainability, and human rights. Current events can be considered and weaved into the content of this lesson to provide relevant information and an increased level of engagement. At the end of the unit, students will be equipped with skills and strategies to be more sustainable with their clothing.</p> |
|--|--|--|

Instructional Strategies & Approaches:

| <p>Accommodations (For all students)</p> | <p>Field Study/Trips, Experiential Learning outside the classroom</p> | <p>Inquiry Design-Based Thinking STEAM</p> | <p>Collaborative/Instructional Strategies</p> |
|--|--|--|--|
| <p>Students will receive preferential seating, and adaption of how various materials are presented (video, text, audio), and students will be given the opportunity to create using no-tech, low-tech, and high-tech options. The learning space will be organized using UDL approaches and mindset to encourage multimodality in terms of representation, expression, and action for better engagement.</p> <p>Supplies will be provided that allow students to take part in activities without sewing. Visuals will be used to support ELL Learners; as well as simplified examples with larger texts. Feedback will be given promptly and will be detailed to ensure students' growth. The lessons are designed to be chunked and stretched out, however, the teacher sees fit, to ensure ample time is given to all students.</p> <p>Students can use tools like "Google Read and Write" to assist with literacy skills (reading, taking notes, answering questions, etc.)</p> | <p>La Modiva Sewing Class</p> <p>Wool Weaving</p> <p>Museum of Vancouver - Dressed for History Exhibit</p> | <p>Many of the activities in this unit allow for inquiry-based learning, where there will be student agency and the ability to explore their inquiry. Students will engage in design-based thinking through maker challenges that incorporate STEAM.</p> <p>Liberatory Design Launch Cycle</p> <p>These design-based thinking frameworks can act as guides for students when they are noticing, empathizing, ideating, planning, and prototyping their creations. The links to STEAM within each maker challenge are as follows:</p> <ul style="list-style-type: none"> - Science: climate change through fast fashion in action plan - Technology: utilization of various tools in the unit (refer to Tech-Enabled Learning section below) - Engineering: creating plans and promoting logical thinking in visible mending - Art: Weaving and visible | <p>Throughout the unit, students will be working collaboratively in pairs or small groups. For example, during the second lesson, students are put in groups for a provocation activity where they need to rank a list of steps where fast fashion is constructed, from least to most harmful.</p> <p>Students will work in heterogeneous groups created by the teacher so struggling students will have a group member who demonstrates a thorough understanding of the concept(s) to work more closely with.</p> |

| | | | |
|--|--|---|--|
| <p>Lots of modeling and gradual release of responsibility will help students scaffold challenging learning processes throughout the entire unit. Technology such as iPads will be available for all learners.</p> <p>Examples are provided and learning processes are scaffolded using the "Get ready, Do, Done" Model to break down tasks and help develop students' individual executive functioning skills.</p> | | <p>mending maker challenges</p> <ul style="list-style-type: none"> - Math: contextualized math inquiry using concepts of percents, circle graphs, and financial literacy maker challenge optimizes personal relevance, value, and authenticity. | |
|--|--|---|--|

| Tech-Enabled Learning | Professional Resources | Subject Specific Concepts | Connection to Current Events & Issues | Parent Communication |
|---|---|---|--|---|
| <ul style="list-style-type: none"> - Videos - Podcasts - Slideshow presentation - Sewing - Interactive infographics on Canva or Genially <p>Extension:</p> <ul style="list-style-type: none"> - Electronic textiles using Micro:bit | <p>Lesson 1 BrandNew2U Fast Fashion & Sustainability</p> <p>Lesson 2  Why fast...  Walk in ... Impact Policies Article Interactive Piece</p> <p>Lesson 3 Lesson Video Walkthrough</p> <p>How to create a loom: Video 1 Video 2</p> | <p><u>Science</u></p> <ul style="list-style-type: none"> - evidence of climate change <p><u>Social Studies</u></p> <ul style="list-style-type: none"> - Inequality issues (developing and developed countries) -Characterization and and technological development of textiles in ancient civilizations <p><u>Math</u></p> <ul style="list-style-type: none"> - Financial literacy: sales tax, currency, etc. - Percents and circle graphs <p><u>ADST</u></p> <ul style="list-style-type: none"> - hand | <p>The unit ties directly into ethical judgment of fashion, its cost to both humanity and the environment, and the rise of fast fashion/slow fashion trends. Current events regarding specific brands and companies can be used to bring in a relevant context to the topic.</p> | <p>Parents will be emailed to ask if they can donate any damaged articles of clothing for repair or repurposing, as well as be given the opportunity to aid in facilitating the maker challenge.</p> <p>Parents can be invited to the school to view student projects and to repair clothing with the students in a “pop-up mending café”.</p> <p>Digital component</p> |

| | | | | |
|--|--|--|--|--|
| | <p>Lesson 4 https://www.gamemaker.org/dollar-street</p> <p>Interactive infographics (Genially)</p> <p>Lesson 5 Repair What You Wear Education Resources</p> <p>Intro T-Shirt Handout</p> | <p>construction techniques for producing and/or repairing textile items</p> <p>consumer concerns that influence textile choices, including availability, cost, function (e.g., waterproof), and textile care</p> | | |
|--|--|--|--|--|

Lesson Sequence

| Lesson #1: | Lesson #2: | Lesson #3: |
|--|--|--|
| <p>Title: Impact of Producing Clothing on Climate Change</p> <p>Subject Area: Science</p> <p>Big Idea:</p> <p>What has western society/colonization done that has negatively impacted developing nations and climate change?</p> <p>How has outsourcing manufacturing of textiles in developing countries impacted climate change?</p> <p>Assessment: Through different options on a choice board, students will be able to demonstrate their understanding of the path of how clothing is produced to the endpoint and the impact</p> | <p>Title: Impact on the Developing World → Tie to Colonialism</p> <p>Subject Area: Social Studies</p> <p>Big Idea:</p> <p>What has western society/colonization done that has negatively impacted developing nations and climate change?</p> <p>Assessment: Being able to 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> | <p>Title: Traditional Textiles</p> <p>Subject Area: Social Studies/ Language Arts</p> <p>Big Idea:</p> <p>Geographic conditions shaped the emergence of civilizations.</p> <p>Economic specialization and trade networks can lead to conflict and cooperation between societies.</p> <p>Assessment: Lesson Assessment Rubric</p> |

| | | |
|---|---|--|
| <p>on climate change. Include some strategies for people to reduce their consumption of clothing as well.</p> | <p>Lesson Plan</p> | |
| <p>Lesson #4:</p> | <p>Lesson #5:</p> | |
| <p>Title: Impact of Fast Fashion on Unethical Labour</p> <p>Subject Area: Math</p> <p>Big Idea: Decimals, fractions, and percents are used to represent and describe parts and the whole of numbers.</p> <p>Look at the impact of fast fashion on unethical labour by applying knowledge of percent, circle graphs, and financial literacy.</p> <p>Computational fluency and flexibility with numbers extend to operations with integers and decimals.</p> <p>Assessment: Interactive infographics to compare the cost of a T-shirt manufactured in a developing and a developed country of choice to show understanding of percent and circle graphs</p> | <p>Title: Visible Mending as a Tool for Sustainable Fashion Practices</p> <p>Subject Area: ADST</p> <p>Big Idea: Examines ways to care for clothing in a more sustainable way and looks at the cultural significance of visible mending techniques. Highlights visible mending techniques with different levels of complexity and challenges students to apply these skills to create their own project</p> <p>Assessment: Student Self-Assessment based on their experiences with the visible mending challenge and “Make Do and Mend” Provocation.</p> <p>Lesson Plan</p> | |