



Master of Educational Technology

Grade(s): 6/7

Date(s): July 14th, 2023

Duration: 90 minutes +

Lesson Topic/Title: Visible Mending as a Tool for Sustainable Fashion Practices (Lesson 5)

Subjects: ADST

Number of Students: 24 students

Big Ideas:

- Design can be responsive to identified needs.
- Complex tasks require the acquisition of additional skills.
- Complex tasks may require multiple tools and

Curricular Competencies:

- Identify and evaluate the skills and skill level needed in relation to a specific task and develop them.
- Identify how land, natural resources, and culture influence the development and use of tools and techniques.
- Select and as needed learn about appropriate tools and technologies to extend their capability to complete a task.
- Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications.
- Use materials in ways that minimize waste.

Content Objectives:

- Identifying a range of textile materials.
- Using hand construction techniques for repairing textile items.
- Identify consumer concerns that influence textile choices, including availability, cost, function, and textile care.

General Objectives:	Specific Objectives:
<ol style="list-style-type: none"> 1) Generate ideas for how to interact with fashion sustainably that can be shared with their peer group. 2) Explore the relationship between mending, culture, and history across various cultures. 3) Investigate visible mending techniques. 4) Implement the design process of understanding context, defining, ideating, prototyping, testing, making, and sharing. 	<ul style="list-style-type: none"> ● Represent their prior knowledge about the impact of fast fashion as a visual logo. ● Participate in discussions about how to engage in sustainable fashion practices and care for clothing to extend their lifespan, as well as gender norms related to mending. ● Generate specific recommendations for an inclusive poster campaign aimed at encouraging young people to engage in mending their clothes. ● Learn about and practice skills for different mending practices, some associated with cultural traditions, basic techniques, and expanding into the realm of e-textiles. ● Engage in the design process to produce a creative visible mending solution for an item of clothing that challenges the student to explore new techniques that build on their current textile building skills.
<p>21st CENTURY COMPETENCIES: <i>Which COMPETENCIES will be addressed and how?</i></p> <p>Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection</p> <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> ● They will need to demonstrate critical thinking about gender roles in mending clothing. ● They will need to identify how a campaign on mending and sustainable clothing practices can be targeted towards their peer group. ● They will need to find a creative solution to solve the problem of a damaged clothing item. <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> ● Using the design process to create a unique and wearable mending strategy for their clothing item. <p>Collaboration:</p> <ul style="list-style-type: none"> ● They will need to engage in small group/whole class discussions and collaborate to explore new mending <p>Communication:</p> <ul style="list-style-type: none"> ● They will need to verbally and artistically communicate their thoughts and ideas regarding sustainable clothing practices. <p>Global Citizenship:</p> <ul style="list-style-type: none"> ● They will learn about the different sources of sustainable mending practices around the world and understand how these have been used to make more sustainable fashion choices. <p>Metacognition and Reflection:</p> <ul style="list-style-type: none"> ● Students will engage in self-reflection on the process of designing a visible mending repair. They will be engaging in the design process that involves frequent use of metacognitive strategies through assessing the functionality of their work in order to make changes to improve their piece. 	
<p>LEARNING GOAL(S) I can... I will....</p> <ul style="list-style-type: none"> ● I can identify gender norms that exist in the repair and maintenance of clothing items within western culture and identify ways to make mending more inclusive. ● I can share how culture and history impact the ways that people care for and mend their clothing around the world. 	

- I chose and learned about different visible mending techniques that extended my skills with textiles and enabled me to complete my project.
- I can explain the techniques I used to create my visible mending project using appropriate terminology and provide reasons for why I chose to create my piece in this way.
- I use materials in the makerspace in ways that minimize waste.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- They need to be able to thread a needle, do a basic running stitch, backstitch, and tie off a thread. If some students cannot do this please ensure that felt and fabric glue are available so that they can still participate in the activity.
- Demonstrate a basic understanding of the negative impact of fast fashion based on previous lessons.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

Considerations:

To make the space inclusive for my students this lesson invites the sharing and appreciation of cultural hand-sewing traditions that are often passed down through families. Students will be encouraged to share and use these skills that they may have and be invited to acquire mending skills used by different cultures. The lesson also investigates gender norms in sewing and how these can change to positively affect sustainability in the way everyone interacts with their clothing. By addressing what genders are typically included and excluded in sewing and providing examples about how change in this regard can improve the world around them, all students can feel more included and find meaning in the mending process.

The space will also have a variety of materials to allow for flexibility and choice in the way that students choose to interact with the materials, allowing a range of ability levels to be included. The variety of materials also allows educators to address possible safety concerns for students who may find using certain materials too challenging.

Students will be given a variety of ways to share their experiences and ideas through whole-class discussions, small group discussions, and drawing, in a way that allows students opportunities to access low-risk ways of expressing themselves.

This content is being delivered through the lens of gender equity and diversity. It accomplishes this by addressing gender norms and stereotypes related to taking part in textile arts and by bringing in mending strategies from a variety of cultural traditions. It also encourages students to share any mending traditions that they may know from home and incorporate these into their work.

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

- Give students multiple ways to share their understanding (discussion, drawing, writing).
- Allow for flexibility regarding group work.
- Provide materials that are easier to use and do not require sewing skills to complete the activity.
- Provide students with a choice in the types of mending they learn to best fit their skill level.
- Allow for no-tech, low-tech, and high-tech options in the creation of their mending designs so that all students have the opportunity to feel challenged relative to their previous exposure to sewing.
- Provide visuals and written directions to guide student learning, as well as verbal directions and group discussion activities.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- Give students the option of gluing patches or buttons on instead of sewing as an accommodation for students whose fine motor skills do not easily allow for it.
- Provide a wide variety of materials for more flexibility in the way that students can interact with the materials.
- Allow for alternate ways to share learning through drawing or describing their intended project.


MATERIALS:

- *Students should bring: A worn item of clothing or an accessory made of a non-flexible woven fabric. These could have patches where the fabric is thin, torn, or discoloured but it should be clean. Jeans, backpacks, flannel or button-down shirts, and cargo pants are good for this. Have students avoid bringing t-shirts, hoodies, or sweatpants unless you intend to provide Stick N Stitch Stabilizer (or similar) as the material is too stretchy on its own for many of the creative mending techniques. You can also provide the clothing to be mended for students to work on in groups.*
- *5-15 mobile devices, coloured pencils, Darning and Embroidery Needles, Embroidery Floss (various colours and white), Thread, Scissors, Needle Threaders, Fabric Glue or hot glue gun, Felt, Fabric Scraps, Buttons, 3-inch or 4-inch embroidery hoops, micro:bit kits*
- *Optional: Sashiko Needles, Stitch stabilizer (if students will be embroidering on t-shirts), Fabric Paint, Paint Brushes, Stitch-on sequins, hot glue guns, sewing machine, tennis balls (for darning), repurposed fur, fabric scraps in durable natural fibers.*
- [Link](#) for the "Make Do and Mend" Provocation:



- [Link](#) for the Visible Mending Challenge:



<p>INTRODUCTION/MINDS-ON</p> <p>Have students view the following article of facts about fast fashion that relate back to their learning in previous lessons.</p>  <p>Give students 5 minutes to design a logo to represent one of these facts on paper with coloured pencils that may be similar to logos that may be found on clothing, hats, or bags. You can give students a white Post-it to draw on for this activity so that they can display it on the board after and students can view each other's work.</p> <p>T-shirt Handout</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> ● How is fast fashion negatively impacting the environment? ● How does it contribute to inequality in the developing world? ● How do our individual decisions dictate the impact of fast fashion? ● What choices can you make to lessen the impact of textile waste?
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) Make do and Mend / Community Mending (Provocation)</p> <ul style="list-style-type: none"> ● <i>Overview of the Provocation:</i> <p>The purpose of this provocation is to help students identify the need for mending clothes as a way to extend the wear of garments and take individual action to counter some impacts of fast fashion while investigating gender norms in modern and historical mending.</p> <ul style="list-style-type: none"> ● <i>Provocation Instructions:</i> <p>Click on the following link or scan the QR code to view a video on a repair café in Wales.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> - 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



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



Have students record what they **notice**, what they **think**, and what they **wonder** while watching the video and listening to the podcast. Give them 3 minutes of independent time to reflect and complete this after the end of the video.

Lead a discussion with the class and give them the opportunity to share what they 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.

Share with the students that during World War two 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 with the war effort. 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, 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”.

Have students get into groups of four to view one of these [posters](#).

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?**



Group discussion: Ask them to 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? Together they should create a series of recommendations (5) for a modern poster campaign aimed at encouraging their peers to wear their clothing longer and repair when they are worn.

- *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.

- *Extensio*

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.

B) Visible Mending for Sustainable Fashion (Challenge)

Overview of the Challenge:

Using visible mending techniques and traditions from around the world to increase the lifespan of their own clothing in a creative way.

Maker Challenge Instructions:

CRITICAL GUIDING QUESTIONS:

Have students work collaboratively (groups of 3 max) to learn about different kinds of visible mending and apply these techniques to mending their own clothing items. Students should also feel free to share any mending techniques that they know from home with their group and incorporate these into their design.

They should start by reading this [article](#) on visible mending and the history of that practice.



Have students explore a [visible mending choice board](#) to learn about different mending techniques and traditions.



They should use at least one of the techniques mentioned to incorporate into mending their own clothing item.

Background/ Additional Information:

Although a variety of resources are included in the visible mending choice board the following resources can provide added context for the rising popularity of visible mending and practical things to consider when undertaking this challenge.

[New York Times Article on Visible Mending.](#)

- **What mending techniques are practical and useful in repairing the types of clothes that you and your family wear?**

- **What traditional mending techniques exist around the world and how did these techniques come to be in their cultural and historical context?**

- **What mending techniques are used within your family and culture?**

- **What are my current skills with hand sewing? What skills can I learn to be able to accomplish this challenge in a way that builds on my existing skills?**



[Visible Mending: 10 Basic Principles to Get You Started Mending your Clothes](#)



[Repair What you Wear Website](#)



Inclusivity Focus:

Students may find this task challenging and you will need to circulate to help suggest accommodations for students, if needed. You may be able to identify some students who would appreciate using different materials that minimize the need for sewing due to fine motor skills being challenging. Having fabric glue and fabric paint on hand makes this activity much easier to access for any students who need accommodations. It allows for creative expression and the use of mending practices without the need for sewing.

Students may know another sewing technique from home or from their own culture. Encourage students to use these if they feel that it would work well for the purposes of mending. You may want to ask students beforehand if there are any materials they might want for a sewing activity beforehand so that you can acquire these before the activity.

<p>No Tech/Low Tech/ High Tech Options:</p> <p>For this challenge, students have the option of using very low-tech mending with glue, felt, and buttons or expanding their skills into more challenging sewing techniques. They also can choose to bring in more high-tech solutions through using micro:bits. These options have all been incorporated into the choice board.</p> <p>Extensions:</p> <ul style="list-style-type: none"> • A very motivated class or group of students may choose to start their own school-based version of a repair café for clothing items or toys. • They can also delve deeper into programming micro:bits and find ways to include electronics in visible mending. • Students could showcase their work in a visible mending fashion show or display to help encourage enthusiasm for the idea of mending clothing within their peer group or school community. • Students could work with younger buddy classes to help them use mending techniques that are appropriate for their skill level using fabric glue and felt. 	
<p>CONSOLIDATION/CONCLUSION:</p> <p>Have students display their creations (finished or partially finished) on a table and have your students do a gallery walk to view what others have made. Ask students to share what worked and what they would change or do next to improve upon their current visible mending project. Lead a concluding discussion with students about what next steps they could take to encourage mending in their homes and communities.</p> <p>Allow students extra work time on another day to finish their projects if needed. Visible mending should not be rushed, and students should be given as much time as they need to express themselves creatively and make changes to the garment that they are proud of so that they keep the item for longer.</p> <p>Once they have finished, have them complete a self-assessment of their learning in their final project and conference with the teacher about their progress.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What strategies were successful in using visible mending techniques to fix your garment?</p> <p>What would you change or explore as a next step with your visible mending?</p> <p>How can you share your new understanding of the importance of mending with friends or family?</p> <p>How can you use it to build community and reduce your environmental impact?</p>

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

Students should hand in their visible mending projects at the end of the unit. The projects and the process should be self-evaluated so that they can better understand what they know and are able to do. Teachers should conference with students regarding their self-assessment to highlight areas of strength and recommend next steps.

Summative Self-Assessment:

Have students use the single-point rubric below to self-assess their learning on this project and engage in discussion with them about their self-assessment.

What I Can Work On	Proficient (How did you do this?)	Wow Moments
	I can identify and discuss several types of visible mending and can tell someone about their cultural origin and the importance of making clothing last longer. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	
	I learned about different visible mending techniques that extended my skills with textiles and enabled me to complete my project. _____ _____ _____	

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	<p>I can explain the techniques I used to create my visible mending project and their cultural origins using appropriate terminology and providing reasons for why I chose to create my piece in this way.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	<p>I use materials in the makerspace in ways that minimize waste.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

EVALUATION OF THE LESSON

This will be done after the lesson has been delivered.

REFLECTION:

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