



Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): 6/7	Date(s): July 14, 2023	Duration: 1 hr 20 mins	Lesson Topic/Title: Impact of Producing Clothing on Climate Change
Subjects: Science		Number of Students: 30	
Big Ideas: What has Western society done that has negatively impacted climate change and the world as a whole? How has outsourcing manufacturing of clothing in developing countries impacted climate change?			
Curricular Competencies: Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest Make observations aimed at identifying their own questions about the natural world Demonstrate an awareness of assumptions and bias in their own work and secondary sources			
Content Objectives			
General Objectives: - Discover the evidence of climate change		Specific Objectives: Students will have an understanding of where their clothing comes from and the impact on the environment through the production of clothing in developing countries.	
21st CENTURY COMPETENCIES: <i>Which COMPETENCIES will be addressed and how?</i> Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection As global citizens, students will develop an awareness of where their favourite clothing brands manufacture their clothes, along with the impact it has on climate change through the process of manufacturing itself, waste, and shipping.			

As critical thinkers, students will be able to reflect on their own consumerism and determine innovative ways for people to be more mindful of their clothing choices from a sustainability perspective.

LEARNING GOAL(S) I can... I will....

I can understand the process of how clothing is created and its impact on climate change. I can communicate my learning and provide suggestions for people to reduce their consumerism through writing, visual arts, or drama.

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

- Students will draw upon their knowledge of international trade and developing vs. developed countries, which are content areas in the BC Grade 6 Social Studies Curriculum
- Students will be able to demonstrate the general knowledge they have on climate change, whether it be through a previous unit, or their own learning and awareness
- There may also be some pertinent current events that relate to fashion or climate change in students' knowledge base

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

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
 - *Multiple modes of accessibility catering to different learning styles (auditory, visual, tactile learners)*
- *Consider what materials you will use*
 - *Different choices of paper and digital allowing for no-tech and low-tech options*
- *How will you ensure all voices are included and heard?*
 - *Fashion is a form of self-expression and can represent different cultures. Students are welcome to share their thoughts and opinions during class and small group discussions to promote an inclusive environment.*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
 - *Current events can be considered and weaved into the content of this lesson to provide relevant information and an increased level of engagement.*

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

Within the lesson, there are different options and possibilities for mode of delivery and instructional styles, whether it be tactile, oral, or experiential. There are no-tech and low-tech options to provide differentiation to students' needs. Teacher autonomy is imperative as modifications can take place for the success of the lesson.

<p>Accommodations: Students will have agency in their choice of workspace, as well as different options of how various materials are presented (video, text, etc.) based on their own learning needs. The lesson provides no-tech and low-tech options. Also, the learning space will be organized with UDL principles in mind.</p>	
<p>MATERIALS:</p> <ul style="list-style-type: none"> - Computer and projector to display slides and map; or print out a copy of the map - Copies of articles - Paper and colouring tools - Devices for students (laptops or tablets) 	
<p>INTRODUCTION/MINDS-ON</p> <ul style="list-style-type: none"> - To begin the unit, students will complete a KWHLAQ chart on what they know about fast fashion, what questions they have, and what they hope to learn from the unit. More information and a KWHLAQ chart template can be found here. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Where do we see fast fashion in our everyday lives?</p>
<p>ACTION-LEARNING EXPERIENCES: Activities used in this lesson have been adapted from Global Action Plan's project, BrandNew2U. For more information, visit their website. If you would like to teach this lesson with slides, you may view them here.</p> <p>A) EXPERIENCE 1 (Provocation)</p> <ul style="list-style-type: none"> - This introduction activity will get students thinking about the process of making clothes and the environmental impact from it - Think-Pair-Share - Where is your clothing from? - Students will take a look at their own clothing and their peers. Project or display a world map and record where the class' clothing was made. Make note if there are multiple articles of clothing from the same country. Alternative: Use this Jamboard as an interactive activity for students to share where their clothing is made. - Think-Pair-Share - What do these countries have in common? Why is our clothing made in these countries? Alternative: Brainstorm on paper in small groups and do a gallery walk and sharing afterwards. <p>B) EXPERIENCE 2 (Provocation)</p> <ul style="list-style-type: none"> - Life Cycle of a Pair of Jeans - Use this link from BrandNew2Me to access the activity cards on the last page. Print and cut enough sets for your class. Have students re-arrange cards in chronological order. What are the impacts on the environment at each stage? - Watch these two YouTube videos and consider these questions while watching. Have students write notes, make a mind map on a piece of paper, and discuss their thoughts afterwards. <ul style="list-style-type: none"> - Wasted: Fast Fashion is Fueling our Ecological Crisis - The Life Cycle of a T-Shirt 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>Where and how is our clothing made? What are the steps that are taken for the fabrics to be made and shipped to the stores?</p> <p>What are the environmental implications of producing clothes? Why is purchasing better quality garments better for the environment?</p>

<ul style="list-style-type: none"> - Facilitate a class discussion on the two videos framed around the guiding questions <p>C) EXPERIENCE 3 (Challenge)</p> <ul style="list-style-type: none"> - Students will use what they have learned in this lesson and demonstrate it in an action plan. There will be three options available and students will use the critical guiding questions to frame their thinking. Action plan choice board <- Use this template and edit it by selecting File -> Make a Copy 	<p>When clothing has reached the end of its life, what should we do with it?</p>
<p>CONSOLIDATION/CONCLUSION:</p> <ul style="list-style-type: none"> - To conclude the lesson, students who chose the skit option can perform it to the class. For the poster and paragraph options, they can be presented to the class, in small groups, or as a gallery walk. 	<p>CRITICAL GUIDING QUESTIONS: What are some ideas that other groups mentioned that I did not think of?</p>
<p>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</p> <ul style="list-style-type: none"> - Formative Assessment - Formative assessment can be conducted through in class participation and listening to conversations with small groups of students. - Summative Assessment - Single-Point Rubric <- Use this template and edit it by selecting <i>File</i> -> <i>Make a Copy</i> 	
<p>EVALUATION OF THE LESSON</p>	
<p>REFLECTION:</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. When teaching this lesson again? b. For the subsequent lesson? 5. What are the next steps for my professional learning? 	

EXTENSIONS:

- Students can utilize the articles on this [website](#) to further their thinking and research of how we can promote sustainability within fashion.
- Thinking of the reversal of fast fashion, this [video](#) demonstrates an example of how online fashion purchases are returned, where they end up, and if they actually are resold in stores.

BACKGROUND/ADDITIONAL INFORMATION:

- These resources below may be useful for students who don't have the background knowledge on the topic or would like additional information to consolidate their learning.
- [Fast Fashion Explained](#) - For students who don't have background knowledge on what fast fashion is, this video provides an explanation with concrete examples and visuals.
- [Environmental Statistics](#) - For students that are data-driven, this website breaks down which aspects of our environment fast fashion is affecting. Having a sense of the numbers and percentages may provide a better grasp of fast fashion's impact.
- [Clothing Waste](#) - For students that are data-driven, this website breaks down which aspects of our environment fast fashion is affecting. Having a sense of the numbers and percentages may provide a better grasp of fast fashion's impact.