

Ethical Chic Organic FASHION



Brainstorming activity (asynchronous, before the beginning of the 1st teaching period): students are provided with a collaborative [digital wall](#) and some questions to consider regarding fashion. Students write their ideas on the wall having the following questions in mind:

What expressive and social purposes does clothing serve?

How can someone's mood affect the way they dress?

Discuss Marc Jacobs' statement: "To me, attire is a form of self-expression – there are hints about who you are in what you wear".



1st teaching period

1st Activity:

Time: 10'

Type of activity: visualization of digital wall and discussion

Class organisation: discussion in class

Actions/Tasks: the teacher presents the digital wall that the students have completed on the interactive whiteboard. The students explain their ideas and both students and teacher comment on them.

2nd Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 1) and explains issues involved in fashion (definition, what it is, what fields we meet fashion in, its characteristics, cause of changes in fashion trends, youth and fashion, positive and negative aspects of fashion, what a person's clothing reveal) and gives explanations if needed.



3rd Activity:

Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet 1](#), (why a teenager choose to dress eccentrically, how teenagers can adapt fashion to their personal taste, why people follow the dictates of fashion, convince teenagers to find their own way of clothing). If there is not enough time, students are assigned the rest for homework (either on the online worksheet or on google drive). They present in class. Students are also provided (in the e-class) with an online [glossary](#).

2nd Teaching period

1st Activity:

Time: 10'

Type of activity: discussion on students' answers on the worksheet

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers.

2nd Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 2) and explains issues in commercial vs ethical fashion (Haute Couture, Pret a Porter, Anti-fashion, Street fashion, as well as the influence of various musical genres on fashion) and gives explanations if needed.



Commercial or "ethical fashion"?

2.1. The culture of fashion

2.1.2. Ready-to-wear clothing (Prêt à porter)

- At the beginning of the 20th century, with the advancements in transportation, construction technology and communications, the **creation of department stores selling large quantities of various products** is made possible.
- Consequently, the **new clothing trend, ready to wear**, offers people the opportunity to **follow the fast pace of everyday life, while being elegant at the same time**.
- Modern youth constitute an important group of consumers who have left haute couture behind and demand cheap fashion, closer to their existentialism. Thus, **fashion loses its elitist character and is transformed into a mass phenomenon**.

3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet II](#), after looking at different photos and visiting the websites given. The teacher selects some of the questions to work on in class, which they then present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive).

The culture of fashion

A. Visit the following website and answer the following question.

Mention famous female and male celebrities, whose style became a dress code.

Project: Students create interactive word clouds with fashion-related vocabulary they have met so far using <https://wordart.com/> .

Example: <https://wordart.com/q1itcp4mnehr/word-art%2022>



3rd Teaching period

1st Activity:

Time: 10'

Type of activity: discussion

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers.

2nd Activity:

Time: 15'-20'

Type of activity: video projection and discussion

Class organisation: whole class

Actions/Tasks: the students watch a [video](#) created by the teacher and ask for clarifications. The video provides information about fast fashion, terminology of ethical fashion, and sustainable fashion) The teacher asks comprehension questions.



Alternatively the video could be used in the computer lab or asynchronously with interactive questions by using H5P ([interactive video](#))

3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet III](#), after watching the videos provided. The teacher selects some questions to work work on in class, which they then present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive).

A. Mention the characteristics of an ethical brand.

B. Why has the fashion industry turned into as a major source of environmental pollution? Justify your answer, after visiting the following websites.

Project: students create an avatar describing the clothes they are wearing. They can use <https://blabberize.com/> or <https://www.voki.com/>

Example: <https://blabberize.com/view/id/1988424>



Assessment

(it can be done in class in separate teaching periods or asynchronously)

Content assessment:

Students check content knowledge by doing an online [quiz](#).

Language practice:

1. Students practise vocabulary through various activities and games on <https://quizlet.com/8q1z87?x=1jqt&i=6m3w6>. For weaker students, the meaning in their native language could also be provided.
2. Students practice key vocabulary on https://h5p.org/node/1065128?feed_me=nps
3. Students practise adjectives and clothing items on <https://h5p.org/node/1065052>
4. Students practice derivatives on https://h5p.org/node/1072801?feed_me=nps

Expansion:

A list of informational websites is provided in the e-class throughout the lessons and are suggested for further exploitation (see 'Informational material').