

Fast Fashion : ESR : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what fast fashion is and why we have this industry.	Children will learn about the changing attitudes to clothing we have now and how this compares to the attitudes of the past 100 years. They will be challenged to reflect on their own clothing habits and think about the difference between want and need when deciding to buy new clothes. They then begin to look at the process of making clothing and use this to think about why we have the fast fashion industry.	<ul style="list-style-type: none"> • Can children give a brief description of the fast fashion industry? • Are children able to reflect on their own clothing habits? • Can children present their ideas clearly and confidently, giving reasons where appropriate? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A • World Map Sheet 1A • Challenge Card 1A • Access to the internet/atlasses • Items of clothing • Fast Fashion Statement Cards 1A (FSD? activity only)
Lesson 2	To explore the impacts that the fast fashion industry has on people and the environment.	In this lesson the children will explore the fast fashion industry throughout the process of making clothing. They will look at the environmental impacts of cotton farming, the workers' rights in garment factories and how consumers' attitude to cheap and disposable clothing is impacting our environment through increased waste.	<ul style="list-style-type: none"> • Can children name people involved in the process of making clothes? • Are children able to name a way that clothing production affects the environment or people? • Can children present their ideas clearly and confidently, giving reasons where appropriate? 	<ul style="list-style-type: none"> • Slides • Script Cards 2A • Optional: Costumes for role play • Would You Rather...? Cards • Worksheet 2A/2B • Rana Plaza Information Cards • Debate Cards 2A (FSD? activity only)
Lesson 3	To explore methods of combating the fast fashion industry personally, locally and globally.	Using their knowledge of the fast fashion industry from the previous two lessons, the children will begin to think about ways to combat the issues they learnt about. They will think about their role as a consumer and how their actions and choices can voice their opinions and reduce the waste that is being produced from disposable fashion. They are challenged to reach out to the wider community by filming videos or planning an event to prolong the life of clothing.	<ul style="list-style-type: none"> • Do children understand that, as a consumer, they have a voice? • Can children name one way that someone could combat the fast fashion industry? • Can children reflect on their own actions and apply their learning to their own lives? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B (optional Worksheet 3C) • Challenge Card 3A/3B/3C • Video recording devices • Worksheet 3D (FSD? activity only) • Item of clothing to up-cycle per child (FSD? activity only) • Sewing equipment (FSD? activity only)