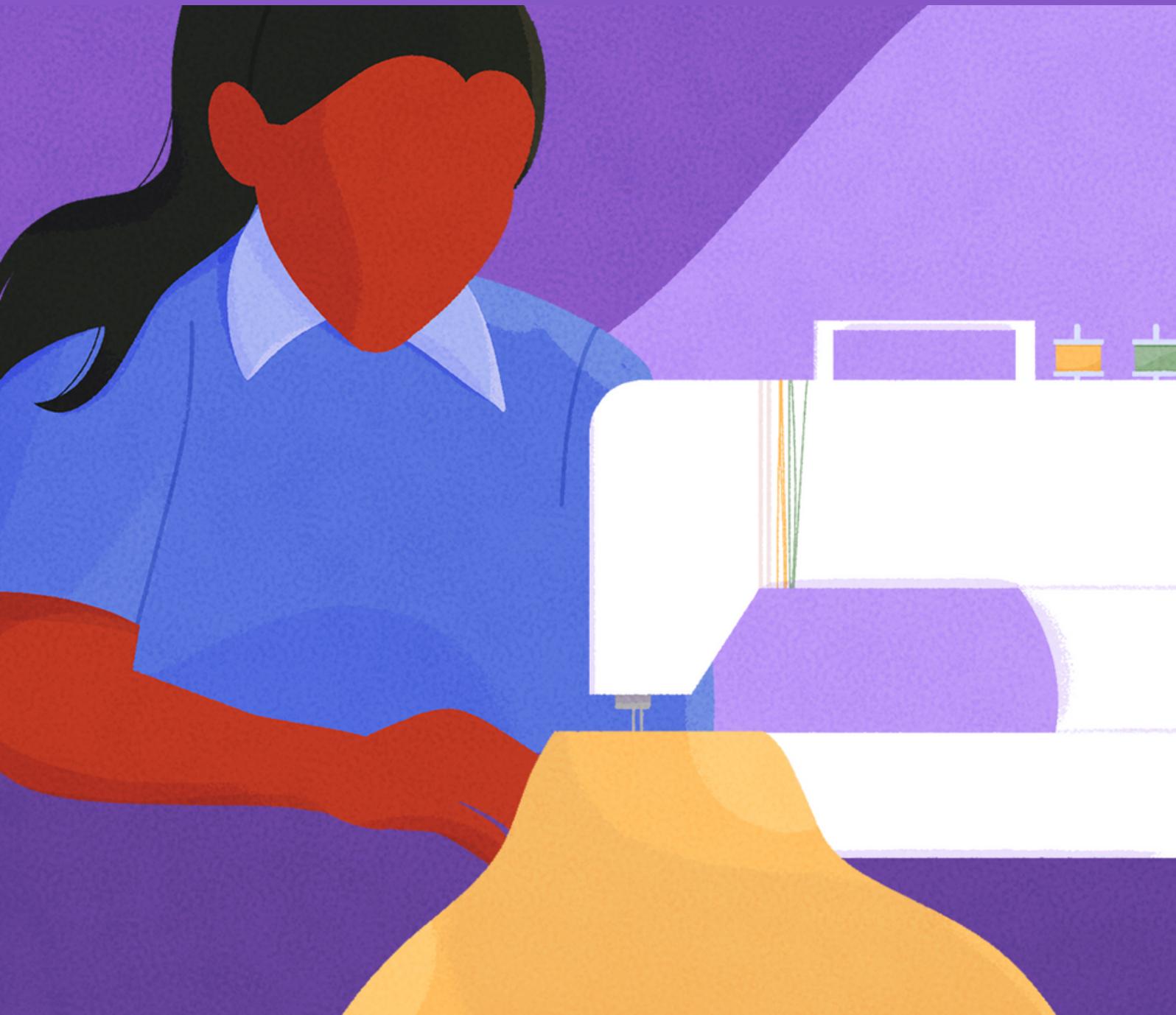


Fast Fashion

The Human Cost of Fast Fashion



About this video



FAST FASHION

The Human Cost of Fast Fashion

While the price of fashion for us may be low, the real cost is much higher. This video discusses fast fashion, planned obsolescence, and the modern slavery and unsafe conditions that make cheap, disposable fashion so affordable for consumers.

Essential question:

What is the human cost of fast fashion and how can it be improved?

Key vocabulary:

fast fashion

planned obsolescence

slave labour

modern slavery

union

disposable

Learning intention:

Learn about the realities of fast fashion's human impacts, and how personal buying habits are influenced.

Before watching

Activating prior knowledge

Give students a keyword related to fast fashion (e.g., "trendy", "cheap", "haul", or "sustainability").

Ask them to quickly write down any words or phrases that come to mind when they think of that term.

After a minute or two, have a brief class discussion about their word associations.

- Did any students have similar, or were they varied?
- Why did students associate those words together?

Whilst watching



Watching individually



Have students watch the interactive created for immediate feedback and solo viewing.

After watching

Below are two activities to extend students' learning and check for understanding.

Activity 1: Researching the life cycle

Students will research the life cycle of a standard piece of clothing to understand its full production cycle. Students will focus on the environmental, human, and economic demands and consequences.

- Divide the class into groups of 2 or 3 students.
- Each group will select or be given a piece of clothing (e.g. cotton t-shirt, denim jeans, synthetic jumper/sweater, pair of shoes, socks, woollen jumper, active wear, etc.) to research the life cycle of using ICT and other resources.
- In their research, each group should address the following criteria:
 - Materials used (manufacturing or growing)
 - Production process from raw materials to finished product (water use, pesticide use, land use)
 - Labour to create the garment (fair wages, safe working conditions, labour rights)
 - Shipping and supply chain (carbon footprint of transportation)
 - Retail and distribution (packaging, marketing, price of the item)
 - Consumer use (how often it is worn, how many of the same item are owned by someone, impacts of washing and drying, life longevity of the garment)
 - Disposal methods of garment
 - Sustainable alternatives
- Each group should present their findings in a digital presentation format of their choosing.
- They will present to the rest of the class and facilitate a class discussion to reflect on the overall impact of the garment, other students' ideas of sustainable alternatives, and what students' take aways were.

Support:

Students could be given a scaffolded research template and some websites to guide them. They could be assigned a garment that has plenty of existing information available.





Extension:

Students can research brands that are producing the garment they researched in sustainable ways that uphold human rights. They can compare and contrast the same garment from this brand to their research to assess the pros and cons of each.

Activity 2: Wardrobe audit

Students will assess their personal wardrobe to evaluate their own clothing items. They will analyse a selection of garments' origins, materials, frequency of use, cost, quality, and place of purchase to understand their own buying habits.

- Distribute a copy of the *Wardrobe Audit* worksheet for students to take home and complete.
- Students will select six (6) clothing items from their wardrobe to assess using the worksheet criteria. Encourage them to select these items randomly, rather than trying to curate a specific image of their wardrobe.
- Once students have completed their *Wardrobe Audit* table, have them write a short reflection of their findings. Have them consider:
 - Could their wardrobe be considered ethical and/or sustainable? Or is it predominantly based on fast fashion?
 - Can they identify specific purchasing habits within their wardrobe, and what does it tell them?
 - What are some strategies they could use to make their wardrobe more ethical and/or sustainable?



Support:

Students can be assisted by their guardians or parents to complete the task at home and could be assigned three clothing items (e.g. school shoes, their favourite jumper, and a t-shirt) instead of choosing the full six items.



Extension:

Students could select one of the brands that manufactured a clothing piece from their table and research their ethical and environmental ratings. Alternatively, they could research the sustainability of buying secondhand/vintage clothing and compare it to buying new clothing.

Conclusion

Ask students to respond to the essential question posed at the beginning of the lesson.

Ask if they still have any questions about the content presented in the video. Discuss and answer these questions as a class.