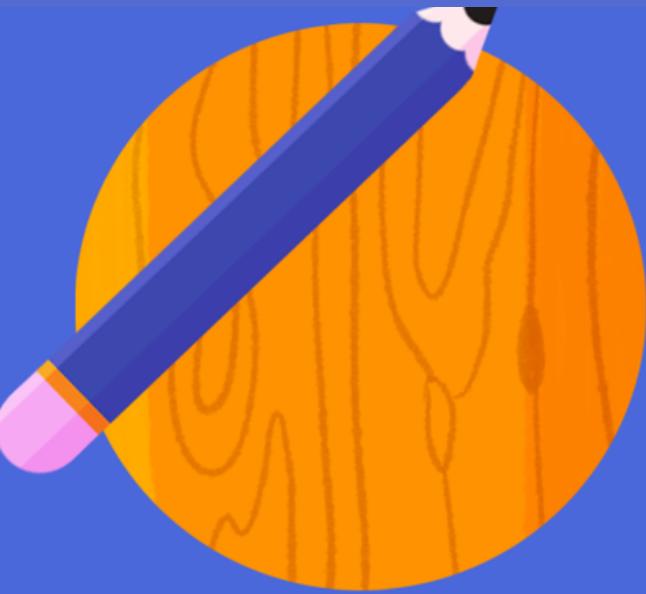
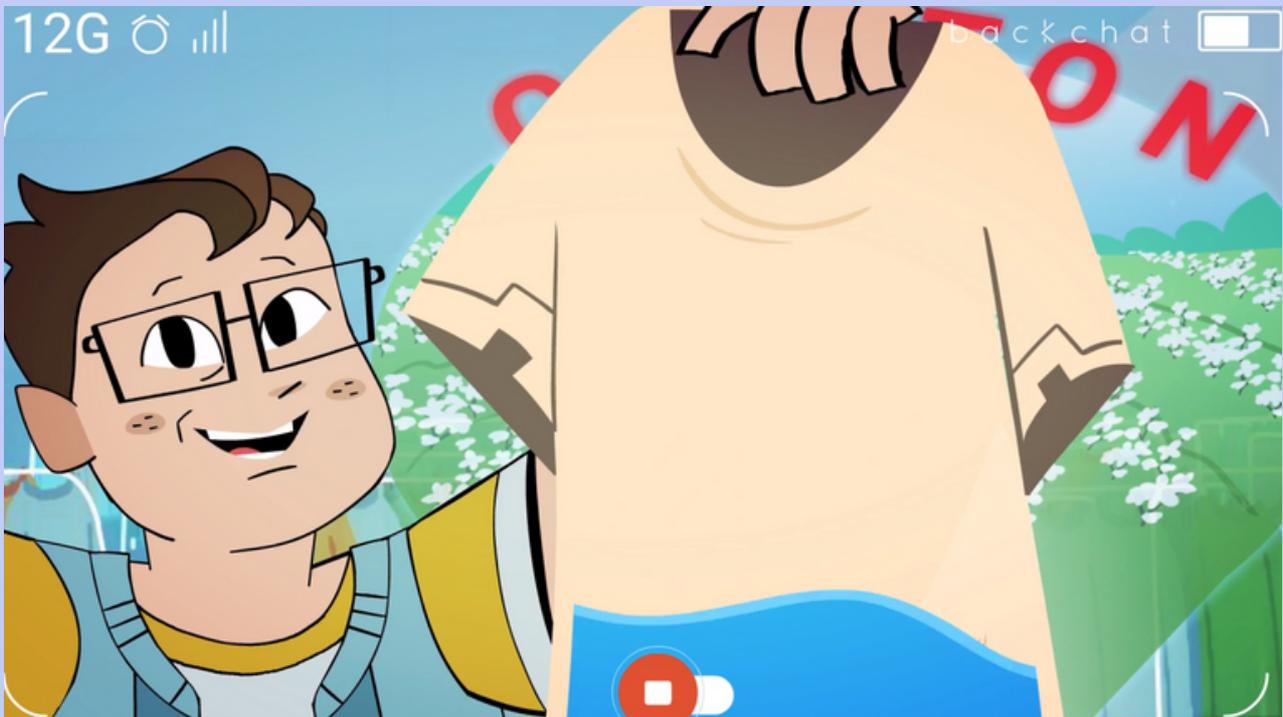


BBC Bitesize: The Regenerators

Fashion



About this video



BBC BITESIZE: THE REGENERATORS

Fashion

It's Daz calling... from the future! He has an important message about taking care of your clothes and being smart about what you wear.

Essential question:

Why is it important that we take care of our clothes?

Key vocabulary:

fashion

clothes

cotton

non-biodegradable

landfill

plastic

ocean

Learning intention:

Learn about changes we can make to our clothes buying patterns and how this could protect our environment.

Before watching

Activating prior knowledge

Show the students a picture of a cotton plant, a plastic bottle, a fleece jacket (made from polyester), and a cotton t-shirt.

Ask the students to think, pair, and share any connections between the four pictures.

Literacy connection

Incorporate literacy with the video by introducing the following vocabulary. Students should self-assess themselves on their prior knowledge of each word, and provide a predicted meaning as well.

Word	Self-Assessment Score	Predicted Meaning
non-biodegradable	1 2 3 4	
landfill	1 2 3 4	
cotton	1 2 3 4	
plastic	1 2 3 4	

Self-Assessment Score Scale

- 1:** I have never seen this word before
- 2:** I have heard of this word, but I don't know what it means
- 3:** I know what this word means
- 4:** I know what the word means, and could give an example

After watching

Below are activities to extend the learning from the video and to check for understanding.

Activity 1: Literacy connection

Ask students to choose one of the vocabulary words that they were introduced to before the video. They are to use that word to complete the chart below, based on what they learned from the video.

Chosen word		Definition of the word	
Real-life connection		Use the word in a sentence	
Picture			

Activity 2: Fashion agree or disagree

Before commencing this activity, the teacher will need to make two large signs, one with 'Agree' written on it and one with 'Disagree'. These are then stuck to the wall at opposite ends of the classroom.

Tell the students that they are going to hear a number of statements related to clothes and after they have heard each statement they need to decide if they agree or disagree with it. The students move to near the 'Agree' sign if they agree or near the 'Disagree' sign if they disagree. If the students are not sure or are neutral then they can place themselves somewhere in the middle. Tell the students there are no right or wrong answers, and that they can change their minds once they have heard other people's ideas.

Once the students have chosen their position, then they discuss with one other person why they made that choice.

The teacher asks a few students from each end of the continuum to describe their choice. At this point, students are allowed (& encouraged) to change their position if they wish to.

Statements:

- *My clothes help me express my personality*
- *People today are much more interested in fashion than people have been in the past*
- *People who make clothes in factories should be happy that they have a job*
- *Fairtrade clothes are too expensive for people to buy*
- *I have no interest in fashion*
- *I would be happy to buy my clothes from second-hand or vintage shops*
- *It's essential that I wear clothes once and then they are washed.*

Ask the students to reflect on this activity and identify one thing that really made them think.

Support:

The teacher could check for understanding by asking students before the activity starts. The teacher could start with a simple example, e.g. "Cats make better pets than dogs" to model how the activity works.

Extension:

How do we know what our clothes are made from? Students could look at the label on their top or jumper to find out what it is made from. They could then research that fabric and how it is made.

Activity 3: Clothes and the environment

The video had a number of suggestions that people could do to reduce the impact of clothes on the environment.

Ask the students to tell the teacher what they were and collate their answers on the board.

Explain that the students are going to work in groups of 2-3 and choose the one suggestion that everyone in the group would be willing to do. Tell the students to draw a t-shirt on a piece of paper and write the suggestion into the t-shirt along with a reason why they chose that one. They could also put the date and their names on it for accountability. The t-shirt shapes could then be collated together as a wall display.

Support:

Students could be given prompts from the teacher to get them thinking about the suggestion they think would be easiest for them to achieve.



Extension:

Students could be asked to explain why the worst thing that someone could do with a garment made out of polyester would be to throw it away.



Conclusion

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

Why is it important that we take care of our clothes?

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