

3rd year Geography - Fashion's Dirty Secret - The true cost of fast fashion

A series of lessons based around the problem of fashion for the 3rd year during school closure .

| Lesson | Lesson Content | Resources | Homework |
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| 1) Fashion's Dirty little secret | <ul style="list-style-type: none"> ➤ Starter - introduce topic and get class to respond to the 2 photos - pose questions and discuss as a group ➤ Main task - watch video - slides and worksheet to accompany the documentary 'Fashion's Dirty Secrets'; <ul style="list-style-type: none"> ○ https://clickv.ie/w/ek2m ➤ Class watch the video on their own and take notes as per the worksheet on slide 11 ➤ Before they set off take them through the questions on slides 5-10 ➤ This task is designed to get them to research the varying impacts of the fashion industry ➤ This leads onto the task for prep which is about reflecting on the social, environmental and economic impacts of the fashion industry | <p>See Key Stage 3 section on https://www.abingdonsciencepartnership.org/geography/</p> <p>https://clickv.ie/w/ek2m</p> | <ul style="list-style-type: none"> ❖ Impacts – a statement sorting activity around the environmental, social and economic impacts of the fashion industry ❖ Extra task - stretch and challenge - create a glossary of key terms from the video |
| 2) Mapping Fashion | <ul style="list-style-type: none"> ➤ Starter - get students to find 8 items of clothing and map where they were made on the map on slide 18 ➤ Link to the global nature of the fashion industry and get students to define globalisation ➤ Watch the video below to get a sense of the global nature of fashion <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=BiSYoeqb_VY ➤ Mapping fashion activity – On slide 19 get class to map countries in the world that experience issues with the textiles industry ➤ Then use the website below to map the 10 largest textile importing countries in the world <ul style="list-style-type: none"> ○ https://www.worldatlas.com/articles/top-10-textile-importing-countries-in-the-world.html | <p>See Key Stage 3 section on https://www.abingdonsciencepartnership.org/geography/</p> <p>https://www.youtube.com/watch?v=BiSYoeqb_VY</p> <p>https://www.worldatlas.com</p> | <ul style="list-style-type: none"> ❖ None |

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| | <ul style="list-style-type: none"> ➤ Bar chart activity – plotting the world’s biggest textile exporters. ➤ Use the data on slide 21 to plot a graph of the biggest textile exports in the world ➤ Complete the graph on slide 22 and stick all the maps into their books ➤ Summarise their findings in 2-3 bullet points. | com/articles/top-10-textile-importing-countries-in-the-world.html | |
| 3) Fashion Industry stakeholders | <ul style="list-style-type: none"> ➤ Starter - Read Stacey Dooley investigates and this article https://www.theguardian.com/sustainable-business/sustainable-fashion-blog/2014/oct/01/cotton-production-linked-to-images-of-the-dried-up-aral-sea-basin#maincontent ➤ Role play activity – looking at different groups opinions from all aspects of the fashion industry <ul style="list-style-type: none"> ○ Western clothing brands (e.g. Primark, H&M, ASOS...) ○ Local people in Kazakstan ○ Environmentalists ○ Fishermen in Uzbekistan ○ Governments of Kazakstan and Uzbekistan ○ Fashion consumers ➤ For each of the groups below write a paragraph outlining their possible view of the fashion industry – are they in favour of it or against it? Why? Can you give reasons? ➤ Fill in the table on slide 25 and then print out and stick into book. | <p>See Key Stage 3 section on https://www.abingdonsciencepartnership.org/ geography/</p> <p>https://www.theguardian.com/sustainable-business/sustainable-fashion-blog/2014/oct/01/cotton-production-linked-to-images-of-the-dried-up-aral-sea-basin#maincontent</p> | <ul style="list-style-type: none"> ❖ Optional Fashion Campaign – create and design a new item of clothing that is ecofriendly |
| 4) Fashion and sweatshops | <ul style="list-style-type: none"> ➤ Starter- A picture in time photo activity - ➤ Look at the photos and news article of factory collapse - get class to scale their view of sweatshops (1-10) - slide 31 ➤ Sweatshops – a series of activities based around another controversial aspect of the fashion industry, sweatshops and child labour | <p>See Key Stage 3 section on https://www.abingdonsciencepartnership.org/ geography/</p> <p>https://www.youtube.com/watch?v=8l-</p> | <ul style="list-style-type: none"> ❖ Assesed task - Persuasive writing activity – persuading an MP to act on the fashion industry- RAG marking on |

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| | <ul style="list-style-type: none">➤ What are the conditions like in sweatshops - look at the photos, article and watch this video on slides 33, 34 and 35: https://www.youtube.com/watch?v=8I-xXEIC7iw&t=43s OR http://www.bbc.co.uk/programmes/p013k58r➤ Recheck what students now think of sweatshops➤ How might sweatshops be seen as good and bad? Look at the 3 pieces of evidence on slides 38, 39 and 40 - Get class to record facts off each slide➤ Notes should be recorded onto slide 46 and should be printed off and stuck into book.➤ On your sheet, write a short summary about the good and bad about sweatshops, and then explain your opinion: | xXEIC7iw&t=43s http://www.bbc.co.uk/programmes/p013k58r | slide 46 of PPT |
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