

MORAVIAN UNIVERSITY

Teacher Name: Katie Dawe

Lesson Topic/Theme: The environmental impact of fast fashion

Grade Level(s): Highschool

National Core Art Standard(s) <https://www.nationalartsstandards.org/>

- HS Advanced VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- Students will be brainstorming ways their unwanted clothing scraps can be used to create art, and by doing so minimize the environmental impact of fast fashion.

Objectives

Students will be able to:

- Understand the negative impacts of fast fashion on the environment.
- Acknowledge the benefits of fabric recycling, and how this can be used in art.
- Learn the practical skill of basket making.

Materials Needed for this lesson

- Thick Twine
- Recycled article of clothing
- Tapestry needle
- yarn

Lesson Procedures & Steps

- Before the lesson, students will be asked to bring in an article of clothing that they no longer want. Something like a torn or stained shirt, or something they have grown out of.
- When they enter the classroom, students will be asked to take a seat while I go over a few slides highlighting the negative environmental effects of fast fashion. These include chemical pollution, carbon emissions, textile waste, and microplastic pollution.
- We will discuss how finding ways to reuse clothing instead of disposing of it can minimize these problems, and students will be asked to brainstorm in groups different ways this can be done.
- I will then present the basket making project using images of example projects, and run a short demonstration of me starting up my own basket.
- I will pass around a completed example basket so that students can get a closer look at the construction.
- Students will be given instruction sheets with images taken during the creation of my example piece, and written descriptions.
- Students will work on their own projects, while I walk around to assist.
- The project may take more than one class period, but when they are finished students will title their piece, and write a small statement about the change they hope it is able to enact.

Assessment - Formative & Summative

- Students will be asked for their opinions and input during presentation of slides as a way of initiating conversation.
- At the end of the project students will be asked to title their piece, and write a small statement about the change they hope it is able to enact.

Universal Design Strategies

- An in-person demonstration on how to start the project will take place in the classroom.
- Visuals will be offered depicting each step of the basket making project, along with written instructions, so that students can look back at the steps as many times as they need.

Specific Pedagogical Strategies (what strategy are you using when teaching this lesson?)

- This lesson focuses on project based learning, and includes the use of a written reflection at the end.

Examples of the project/project steps

