Life Skills / PSHE / Citizenship: Media Literacy

This lesson will help young people understand different sides of a complex industry (the textile industry) through the media (Youtube, Instagram, magazines, newspapers) that they are exposed to and help them make sustainable choices when shopping for clothes.

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| Group | Y8 – Y11 |
| Subject  | Life Skills / PSHE / Citizenship  |
| Topic | Digital Media Literacy |
| Space needed | Classroom with interactive whiteboard |
| Time needed | 1 hour with extension work/homework |
| Resources needed | * Powerpoint that accompanies this lesson plan
* Link to the internet to show the videos to the class
* Whiteboards or Large sheets of paper and pens
* Print-outs of details about each Interest Group
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| Health & Safety | None – normal classroom rules |
| Introduction | Start a discussion about buying clothes – where do students buy clothes, how often, do they think about where they are made and the conditions of people making them. Ask about adverts they have seen that encourage them to buy more clothes, such as tempting them with the “Latest Look” or New in Store”.Introduce the fact that fast fashion (shops like Primark, Boohoo and Missguided) has environmental and social impacts. The fashion industry produces 10% of all humanity's carbon emissions, is the second-largest consumer of the world's water supply and pollutes the environment with microplastics (from plastic in clothing like polyester and nylon).Workers producing garments for fast fashion companies are paid low wages and work in extremely harsh conditions, often in dusty, hot and cramped factories without ventilation. They are often exposed to harmful chemicals and toxic fumes in the bleaching, dyeing and treatment of fabrics. |
| Main Session | Put the class into 4-5 mixed ability groups. Ask them to nominate a scribe and a presenter.Allocate the groups one of the following interest groups from the Textile Industry (see accompanying sheets for details of each group – these can be printed out and laminated so you can use them again):1. Workers making garments in a less developed country like Bangladesh;
2. Consumers (people buying clothes) in the UK;
3. Workers at a sorting line in a clothes recycling centre in the UK;
4. Secondhand clothes sellers in Ghana;
5. ***(Optional)*** Group of fashion buyers for large retail chain;
6. ***(Optional)*** The Executive Board of a big Textile/Clothing Company;
7. ***(Optional)*** Documentary filmmakers trying to find out about the Textile Industry.

Give the groups 15 mins to discuss the questions on each card and ask them to record the answers on the sheet and be prepared to talk through them. |
| Plenary | Share the question answers with each other. Allow a few minutes per group. This could also be a whole new lesson if you wanted to extend this session over two lessons. This would allow time for further whole group discussion and question and answer sessions. |
| Curriculum Links | Geography: Sustainable development |
| Differentiation  | Mixed ability groups should enable all abilities to take part. Ensure that the LA are supported in their groups to understand and follow the discussions (using a TA if appropriate). Make sure the scribe for each group is able to synthesise the answers and write clearly. |
| Extension Activity | Make a video for a new clothing product from the point of view of the group you are in.Consider how you would advertise or market its release.What response or feedback do you think you’d get from the audience? Jot down some potential “Comments” about the video. |
| Extra resources available | Youtube video of A Day in the Life of a Bangladeshi Textile Worker: <https://youtu.be/-ojQ4FimUUY> Youtube video by H&M about Improving the supply chain: <https://youtu.be/WY4FeUYMFzM> Tour of a Textile Recycling Factory: <https://youtu.be/Kro-NdOP-1c> Youtube video about Ghana’s large secondhand clothes market: <https://youtu.be/-ojQ4FimUUY> Life as a Fashion Buyer for a website: <https://youtu.be/ee1ivQk_v4I> See the Zone website:<https://zone.recycledevon.org/external-resources/#clothing> Fashion Revolution website: <https://www.fashionrevolution.org/> Clean Clothes Campaign: <https://cleanclothes.org/> Guardian article about cost of fast fashion: <https://www.theguardian.com/business/2019/jun/22/cost-cheap-fast-fashion-workers-planet>  |