

# The Climate Connection

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# Lesson plan

## Fast fashion

**The fashion industry and its environmental impact**

**Face-to-face lesson plan**

Suitable for use with younger teenage learners of English aged 12–15  
CEFR level A2 and above

#TheClimateConnection  
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## Fast fashion

### Topic

The fashion industry and its environmental impact; upcycling

### Aims

- To raise awareness of sustainability issues
- To review and learn vocabulary related to fast fashion
- To practise saying big numbers and statistics
- To promote communication and collaborative skills
- To develop reading, speaking and visual literacy skills

### Age/level

Younger teenagers aged 12–15 at CEFR level A2 and above

### Time

60 minutes approximately

### Materials

The teacher will need:

- the 'Fast fashion' worksheet (one per learner)
- the 'Fast fashion' infographic (one per learner)
- the 'Fast fashion' infographic answers.

### Introduction



This lesson focuses on *fast fashion*, presenting key data in the form of an infographic. By teaching teenagers more about this topic, we can help them to develop the vocabulary they need to take part in important dialogues around sustainability in the future and help them understand that there are alternatives to fast fashion.

The lesson begins with a warmer to introduce the topic. This is followed by a matching word–definition task, with keywords that appear in the infographic. Learners then have an opportunity to practise saying big numbers and statistics before they complete the infographic and discuss the information, including thinking of ways they can change their habits in the future.



The lesson finishes with a brainstorming activity in which learners find and present ideas for upcycling a T-shirt.

There is an optional task for learners to upcycle a T-shirt at home and then take part in a 'show and tell' activity back in the classroom.



Stage	Instructions
<b>1. Warmer (5 mins)</b>	<ul style="list-style-type: none"> <li>• On the board, write <i>Fast fashion</i>.</li> <li>• Do a think, pair, share activity.               <ul style="list-style-type: none"> <li>○ First learners think about what fast fashion means.</li> <li>○ Then they tell each other their ideas in pairs.</li> <li>○ Then they share their ideas with the rest of the class.</li> </ul> </li> </ul>
<b>2. Discussion (10 mins)</b>  	<ul style="list-style-type: none"> <li>• Give each learner a copy of the fast fashion worksheet.</li> <li>• Draw their attention to the definition: Clothes that are made and sold cheaply, so that people can buy new clothes often.</li> <li>• Then put learners into small groups to discuss the four questions:               <ul style="list-style-type: none"> <li>○ Where can you buy fast fashion in your town?</li> <li>○ What kinds of people buy fast fashion? Why?</li> <li>○ What are the pros and cons of fast fashion?</li> <li>○ Where can you get clothes that aren't fast fashion?</li> </ul> </li> <li>• Appoint a spokesperson in each group to share the group's ideas with the rest of the class.</li> </ul>
<b>3. Vocabulary (10 mins)</b>	<ul style="list-style-type: none"> <li>• Ask learners to look at the matching activity on their worksheets.</li> <li>• Read aloud the ten words. Then give learners time to do the matching activity individually or in pairs.</li> <li>• Check the answers together.</li> <li>• Answers: 1d, 2h, 3f, 4a, 5j, 6e, 7i, 8b, 9c, 10g</li> </ul>
<b>4. Pronunciation (5 mins)</b>	<ul style="list-style-type: none"> <li>• Write the numbers below on the board (without the text):               <ul style="list-style-type: none"> <li>○ <b>90%</b> = ninety per cent</li> <li>○ <b>150,000,000</b> = a hundred and fifty million (not millions)</li> <li>○ <b>3.6</b> = three point six</li> <li>○ <b>6,280</b> = six thousand two hundred and eighty</li> </ul> </li> <li>• Make sure learners know how to say each number aloud. If necessary, provide further practice by writing more numbers and nominating learners to say them aloud.</li> </ul>
<b>5. Infographic cloze (15 mins)</b>  	<ul style="list-style-type: none"> <li>• Ask learners to look at the infographic and to read the information, ignoring the gaps.</li> <li>• Explain the meaning of any unfamiliar words as necessary.</li> <li>• Ask learners to complete the cloze activity in pairs, using the numbers provided.</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide the answers, either by eliciting and checking them one by one around the class or by displaying the complete infographic on the board for learners to check.</li> </ul>
<p><b>6. Discussion</b> (10–15 mins)</p> 	<ul style="list-style-type: none"> <li>• Write these three discussion questions on the board:           <ul style="list-style-type: none"> <li>○ How does the information make you feel?</li> <li>○ How can we change the situation?</li> <li>○ Where can we get clothes that aren't fast fashion?</li> </ul> </li> <li>• Allow a few minutes' thinking time before having a class discussion where learners share their ideas.</li> <li>• For larger classes, divide the class into smaller groups and appoint a spokesperson to share the group's ideas with the whole class.</li> </ul>
<p><b>7. Brainstorming ideas</b> (5–10 mins)</p> 	<ul style="list-style-type: none"> <li>• On the board write: <i>To upcycle.</i></li> <li>• Ask learners if they know what it means and how it is different from 'recycle'. If necessary, explain that when we upcycle something, we make something new and better.</li> <li>• Write these two discussion questions on the board:           <ul style="list-style-type: none"> <li>○ What do you do with your old T-shirts?</li> <li>○ How can you upcycle an old T-shirt?</li> </ul> </li> <li>• Organise learners into groups to brainstorm ideas. If you have internet access in the classroom, learners can do a search to find ideas. Ask each group to share their ideas with the rest of the class. Then vote on the best ideas.</li> <li>• Suggested answers:           <ul style="list-style-type: none"> <li>○ You can make a new object like a bag, a hat, a pencil case, a pet blanket or a scarf.</li> <li>○ You can make another T-shirt by cutting, restyling and decorating or painting.</li> </ul> </li> </ul>
<p><b>Optional homework task</b></p>	<ul style="list-style-type: none"> <li>• Learners upcycle an old T-shirt. Then they bring it to class and do a 'show and tell' presentation, explaining what steps they took to make the new product.</li> <li>• Alternatively, they can make 'How to' videos or write step-by-step 'How to' guides, which can form the basis of a classroom display.</li> </ul>

Contributed by

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