

The Climate Connection



Lesson plan

Fast fashion

The fashion industry and its environmental impact

Remote teaching lesson plan

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

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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 or two shorter lessons

Materials

The teacher will need:

- the online class PowerPoint or PDF
- the 'Fast fashion' infographic (one per learner).

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.



Procedure

Stage	Instructions
Before the lesson	<p>Before you start the lesson:</p> <ul style="list-style-type: none"> • Check your microphone and camera to make sure they work. • Make sure that you have the accompanying PowerPoint open and shared. • Set up the audio and check that it is working. • Send learners a copy of the 'Fast fashion' infographic gap-fill.
At the start of the lesson	<p>Welcome the learners as they arrive.</p> <ul style="list-style-type: none"> • Check that they can all hear and see each other. • Check that they can see the first slide. • Check that they can hear you. • If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they can't hear you. <p>Tips and suggestions</p> <ul style="list-style-type: none"> • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. • Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.
Warmer (5 mins)	<p>Display slide 2 of the class PowerPoint or PDF.</p> <ul style="list-style-type: none"> • Ask learners to think about the question 'What is fast fashion?' for a minute. • Then ask them to share their ideas. This can be done in a number of ways, depending on class size. For example, students can share their ideas in the chat box or you could ask a selection of students to give their ideas verbally. • Clarify that fast fashion, according to the dictionary definition, refers to 'Clothes that are made and sold cheaply, so that people can buy new clothes often'.



1. Discussion (10–15 mins)	<p>Display slide 3 of the class PowerPoint or PDF.</p> <ul style="list-style-type: none"> • Go through the questions with your learners to check meaning. • If you have breakout rooms enabled, put students into groups of four and into breakout rooms. Ask learners to think for a moment each time and then share their ideas as above. Visit the students in their breakout rooms, and after five minutes bring everyone back to the main room and conduct whole-class feedback. • Alternatively, show students the questions and give them five minutes to think about their answers, then conduct a whole-class discussion.
2. Vocabulary (10 minutes)	<p>Display slide 4 of the class PowerPoint or PDF.</p> <ul style="list-style-type: none"> • Read the ten words aloud while learners listen. • Explain that learners have to match each word to its definition. • Learners can do the matching activity in a number of ways. <ul style="list-style-type: none"> ○ Give a selection of learners access to a drawing tool so that they can draw lines between words and definitions. ○ Ask learners to write answers in the chat box. ○ Nominate learners to give the answers orally using their microphones. • Display the answers on slide 5 of the class PowerPoint or PDF.
3. Pronunciation (5 mins)	<ul style="list-style-type: none"> • The purpose of slides 6–9 is to make sure learners know how to pronounce the statistics they are going to see in the infographic. • Display slides 6–9 of the class PowerPoint or PDF one at a time, going through each item, modelling the statistic or number for learners.
4. Cloze activity (15 mins)	<ul style="list-style-type: none"> • Ask learners to look at their Fast fashion infographic. At the same time, display the infographic on slide 10. Explain that this has facts and figures about fast fashion. • Give them a few minutes to read the information and encourage them to guess what some of the missing numbers might be. • Then display slide 11 and explain that these are the missing numbers. • Ask learners to complete the infographic with the missing numbers. • This can be done in a number of ways. <ul style="list-style-type: none"> ○ Learners fill in the missing numbers in their copies of the infographic or in their notebooks.



	<ul style="list-style-type: none"> ○ Nominated students use a writing tool to write the missing numbers on the slide. ○ Learners provide answers in the chat box or orally, one by one. ● When they have finished, check the answers with the class and then display slide 12 with the answers. <p>Optional: Discuss the information in the infographic, inviting learners to comment on some of the facts. The objective is to help learners understand the disadvantages of fast fashion.</p>
5. Discussion (5 mins)	<ul style="list-style-type: none"> ● Display slide 13 of the class PowerPoint or PDF and ask learners to think about what the verb 'to upcycle' might mean. ● Explain that when we upcycle something, we make something new and better. ● Display slide 14 and ask students what they do with old T-shirts. You could expand the question to include any old clothes. ● Display slide 15 and give students time to think about possible ideas. ● At this point, you could put learners into groups in breakout rooms and ask them to come up with a list of suggestions. ● Bring learners back into the main room and invite groups to say some of their ideas. Award points to different groups for original or innovative ideas. ● Suggested ideas might include making a new object like a bag, a hat, a pencil case, a pet blanket or a scarf or making another T-shirt by cutting, restyling and decorating or painting.
Optional homework task	Learners upcycle an old T-shirt. Then they bring it to the next lesson and do a 'show and tell' presentation, holding up their creation to their camera or sharing a photo, and explaining the steps they took to make it.
6. At the end of the lesson	Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.

Contributed by

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