



Teacher Resource

# Fashion Waste Scheme

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. How many tonnes of clothes end up in landfill each year in Australia?
2. What is fast fashion?
3. What percentage of global carbon emissions does the fashion industry create?
4. Where do a lot of fashion brands make their clothes to cut production costs?
5. What is the new scheme started by the Australian Fashion Council called?
  - a. Seamless
  - b. Sewmore
  - c. Stitchless
6. What can we do to reduce fashion waste?

## Activity: Class Discussion

Engage students in a class discussion to explore their prior knowledge about fashion waste. Introduce key concepts and explain the environmental impact of the fashion industry. Use the following questions to help guide discussions about the topic:

- Have you ever heard the term "fashion waste" before? If so, what do you understand it to mean?
- Can you give some examples of fashion waste in your own words?
- Do you have any personal experiences related to fashion waste?
- What do you think happens to clothes that are thrown away or no longer used?
- Can you think of any ways that fashion waste could be reduced or minimised?
- How do you think fashion waste impacts the environment?



### EPISODE 17

20th June 2023

#### KEY LEARNING

Students will explore the issue of fashion waste and its impact on the environment.

#### CURRICULUM

##### Science – Year 5-6

Scientific knowledge is used to solve problems and inform personal and community decisions.

##### Science – Year 7

Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations.

##### Design and Technologies – Years 5 & 6

Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions.

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use.

##### Design and Technologies – Years 7 & 8

Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions.

Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures.

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Fashion Waste Scheme story. Below are some words to get students started.

FAST FASHION	SUSTAINABLE FASHION	UPCYCLING
RECYCLED	LANDFILL	ENVIRONMENTAL IMPACT

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Fashion Waste Scheme story and highlight all the words that relate to the topic.
- What other words relate to this issue? Students will choose additional keywords and concepts to add to their class glossary that are tricky. For example: mass production, trends, exploitation of underpaid workers, fashion footprint, greenwashing, and overconsumption.
- What is slow fashion? Find a definition and then explain in your own words.
- What is the difference between upcycling and recycling?
- How did this story make you feel? Make a list of words that describe how you felt after watching the BTN story.

## Activity: Fashion Waste Research

After watching and discussing the BTN story, what questions do students have? The KWLH organiser provides students with a framework to explore their knowledge on the issue and consider what they would like to know and learn.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

### Questions to research

Students will develop their own question/s to research about the issues raised in the BTN Fashion Waste Scheme story. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- What is fast fashion? Why is it a problem?

- What are the negative impacts of fast fashion? Investigate and explain the impact of fast fashion on people and the environment.
- What natural resources are used to make clothing?
- Create a timeline highlighting key events in the history of the garment industry. Include a title, date, and description for each event. Compare the methods used to make clothing before and after the Industrial Revolution.
- What is slow fashion? Investigate what the 5 R's of fashion are and give a short description for each term.
- What is sustainable fashion? Find a sustainable fashion brand. Describe what they are doing to be innovative and sustainable.
- What is greenwashing? Find a real life example in the fashion industry to help explain the concept. Watch this BTN [Greenwashing](#) story to learn more.
- What are some ways to decrease the environmental impact of your fashion?

## Activity: Visual Literacy

Below is a range of photos that relate to fast fashion and fashion waste. Encourage students to provide detailed and thoughtful responses based on their analysis of the photos. This exercise will help them deepen their understanding of fast fashion and think about the impact it has on the environment and people.

Students will analyse one or more of the images and then respond to the following questions:

- Describe what you see in the image. What objects or elements stand out to you the most?
- How does this photo represent the concept of fast fashion?
- How does this photo make you feel? Is it a positive or a negative feeling? Why?
- What question/s would you like to ask about the image?
- Create a caption for each image.
- Does this photo make you view the fashion industry or how you consume clothes differently? Why or why not?



[Link to image](#)



[Link to image](#)



[Link to image](#)



[Link to image](#)

## Activity: TEDEd video

Consider the classic white t-shirt. Annually, we sell and buy 2 billion t-shirts globally, making it one of the most common garments in the world. But how and where is the average t-shirt made, and what's its environmental impact?

As a class, watch this [TEDEd video](#) to learn more about the life cycle of a t-shirt. Students will then respond to one or more of the following questions.

1. How many t-shirts are made and sold each year globally?
2. Where is cotton grown? Locate and highlight on a world map.
3. How many litres of water is needed to produce enough cotton for one t-shirt?
4. What negative impact does growing cotton have on the environment?
5. How is organic cotton different to non-organic cotton?
6. List all the countries that may be involved in creating a t-shirt.



TEDEd – [The life cycle of a t-shirt](#)

## Activity: Where is my t-shirt made?

After watching the TedEd video students will choose one of their own t-shirts and investigate where it is made, what it is made from and who made it. Student will investigate where their clothes go when they throw them out and how they can reduce their impact on the environment.

Where is my t-shirt made?

Locate the 'Made In' label on one of your own t-shirts. Identify where your t-shirt is made. With your classmates locate and highlight each of the countries on a world map. What do you notice? Which countries are most popular for making your t-shirts?

What is my t-shirt made from?

Examine your t-shirt. Without looking at the labels what do you think it is made from? After you have made a prediction, examine the labels. Find out the following:

- What materials are used to make the t-shirt?
- Where do the materials come from?
- Where is the t-shirt made?
- Is the t-shirt and the materials used to make the t-shirt made in the same country?
- What else do you want to learn about your t-shirt? Investigate and record your findings.

Compare your findings with your classmates.

Who made my t-shirt?

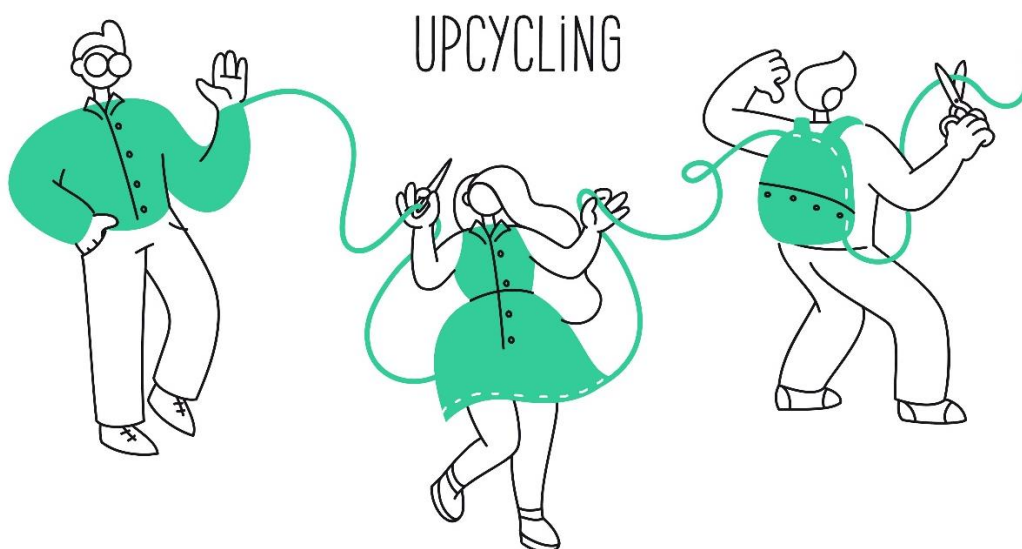
Find out the brand of your t-shirt and conduct further investigation. Use the following to guide your investigation:

- What is the brand of your t-shirt? Does the company use sustainable materials? Explain.
- Who made your t-shirt? Find out more about the person who made your t-shirt. Consider contacting the brand to ask them who made your t-shirt.

How can I curb my t-shirt consumption?

Think of all the t-shirts you've owned in your life and then respond to the following questions:

- How many t-shirts do you own?
- What's your favourite t-shirt?
- What do you do with t-shirts you no longer want? Find out what happens to your clothes when you throw them away.
- What can you do with your old t-shirt to avoid it going to landfill? Brainstorm ways you can upcycle your t-shirts. Use the internet to find out what other people are doing to upcycle their t-shirts.



## Useful Websites

- [Big W and David Jones pledge cash to tackle waste, as rest of fashion industry told to follow](#) – ABC News
- [Seamless Scheme](#) – Australian Fashion Council
- [Fashion Waste](#) – Newsbreak
- [Fast Fashion](#) – BTN
- [Fashion Waste](#) – BTN
- [Why is fashion a BIG problem for the environment?](#) – Newsround
- [Sustainable fashion: How to be fashionable without harming the planet](#) – Newsround