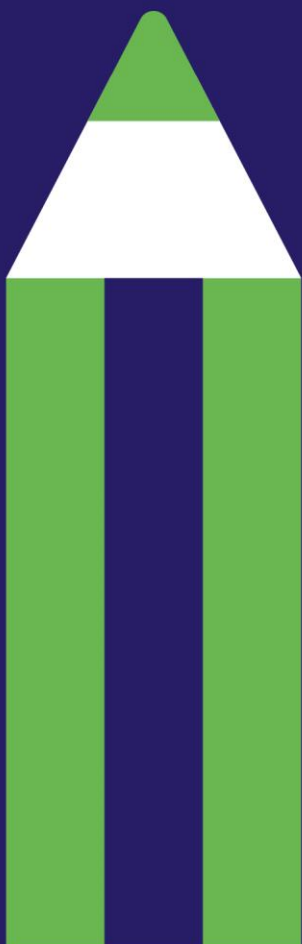


The Climate Connection



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 13–17
CEFR level A2 and above

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Fast fashion

Topic

The fashion industry and its environmental impact; upcycling

Learning outcomes

- Become aware of sustainability issues
- Review and learn vocabulary related to fast fashion
- Practise saying big numbers and statistics
- Use communication and collaborative skills
- Develop reading, speaking and visual literacy skills

Age/level

aged 13-17 at CEFR level A2 and above

Time

85 minutes. This can be done over 2 lessons

Materials

The teacher will need:

- Worksheet (one per learner)
- Infographic (one per learner)
- Presentation (This could be a print free lesson if the presentation is used.)

Introduction


This lesson focuses on fast fashion, presenting key data in the form of an infographic. The lesson helps learners to develop the vocabulary they need to talk about sustainability and helps 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 before they complete the infographic and discuss how 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.



Stage	Instructions
1. Introduction (5 minutes)	<ul style="list-style-type: none"> On the board, write Fast fashion (or share slide 2). Elicit what this means. Share slide 3 to show one definition.
2. Warmer (10 mins)	<ul style="list-style-type: none"> Dictate the following questions for learners to write in their notebooks: <ul style="list-style-type: none"> Where can you buy fast fashion in your town? What kinds of people buy fast fashion? Why? What are the pros and cons of fast fashion? Where can you get clothes that aren't fast fashion? Write questions on board or use slide 4 for learners to check their work
3. Discussion (10 mins)	<ul style="list-style-type: none"> Do a think, pair, share activity. <ul style="list-style-type: none"> First learners think about the questions. Then they tell each other their ideas in pairs. Then they share their ideas with the rest of the class. Appoint a spokesperson in each group to share the group's ideas with the rest of the class.
4. Vocabulary (10 mins)	<ul style="list-style-type: none"> Give out the worksheets or share slide 5. Ask learners to look at the matching activity. Read aloud the ten words. Then give learners time to do the matching activity individually or in pairs. Check the answers together. You can display slide 6. Answers: 1d, 2h, 3f, 4a, 5j, 6e, 7i, 8b, 9c, 10g
5. Pronunciation (5-10 mins)	<ul style="list-style-type: none"> Write the numbers below on the board or use slide 8: 90%/ 150,000,000/ 3.6/ 6,280 Make sure learners know how to say each number aloud. You can display slide 9 If necessary, provide further practice by writing more numbers and nominating learners in groups to say them aloud. Give points to groups. <p>Note: This could be the end of lesson 1.</p>
6. Infographic cloze (15 mins)	<ul style="list-style-type: none"> Give learners the infographic (or share slide 9) and ask them to read the information, ignoring the gaps. Explain the meaning of any unfamiliar words as necessary.



	<ul style="list-style-type: none"> • Display slide 10 or ask learners to use the Infographic worksheet. Learners complete the cloze activity in pairs or small groups, using the numbers provided. • Elicit the answers or display slide 11. <p>Answers: 1; 5; 2.;35, 3. 400; 4. 80; 5. 20; 6. 235; 7. 1.2; 8. 3,781; 9. 60; 10. 200; 11. 99; 12. 8,000; 13. 60, 000,000; 14. 2,700</p>
<p>7. Discussion (10–15 mins)</p>	<ul style="list-style-type: none"> • Write these three discussion questions on the board (or display slide 12): <ul style="list-style-type: none"> – How does the information make you feel? – How can we change the situation? – Where can we get clothes that aren't fast fashion? • Allow a few minutes' individual thinking time before having a whole group discussion where learners share their ideas. <p>For larger classes, divide the class into smaller groups and appoint roles, such as facilitator, who ensures everyone has the opportunity to talk, note taker and presenter. The presenter shares each group's ideas.</p>
<p>8. Brainstorming ideas (5–10 mins)</p> 	<ul style="list-style-type: none"> • On the board write: To upcycle or share slide 13. • 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. • Write these two discussion questions on the board or use slide 14: <ul style="list-style-type: none"> – What do you do with your old T-shirts? – How can you upcycle an old T-shirt? • Organise learners into groups to brainstorm ideas. <p>Note: 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.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> – You can make a new object like a bag, a hat, hair band, wrist sweat band, a pencil case, a pet blanket, or a scarf.



	<ul style="list-style-type: none">– You can make another T-shirt by cutting, restyling, decorating or painting it.
Optional homework task	<ul style="list-style-type: none">• 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.• Alternatively, they can make 'How to' videos or make a step-by-step 'How to' poster, which can form the basis of a classroom display.

Contributed by

Katherine Bilsborough, Edited by Suzanne Mordue

