

# The Climate Connection

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# 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 13–17  
CEFR level A2 and above

#TheClimateConnection  
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## Fast fashion

### Topic

The fashion industry and its environmental impact; upcycling

### Aims

- 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

60 minutes. This could be done over 2 lessons

### Materials

The teacher will need:

- Presentation
- The infographic PDF can be shared with all learners

### 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 and statistics 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.

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
<b>Preparation</b>	<p><b>CHECKLIST</b></p> <ul style="list-style-type: none"> <li>• Always make sure you are familiar with the online platform you are using:           <ul style="list-style-type: none"> <li>- Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems.</li> <li>- Do the students need a URL to join the online classroom? Do they all have this?</li> <li>- Do you know how to 'mute' the students' microphones if you need to?</li> <li>- Do you know how to share what is on your computer screen so that the students can see it?</li> <li>- Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?</li> </ul> </li> <li>• Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson.</li> <li>• Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.</li> <li>• Most online platforms have support videos or tutorials available online. Do you know where to access these?</li> </ul> <p>Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.</p>



<b>Before the lesson</b>	<p>Before you start the lesson:</p> <ul style="list-style-type: none"> <li>• Check your microphone and camera to make sure they work.</li> <li>• Make sure that you have the accompanying PowerPoint open and shared.</li> <li>• Set up the audio and check that it is working.</li> <li>• Send learners a copy of the 'Fast fashion' infographic gap-fill for reference.</li> </ul>
<b>At the start of the lesson</b>	<p>Welcome the learners as they arrive.</p> <ul style="list-style-type: none"> <li>• Check that they can all hear and see each other.</li> <li>• Check that they can see the first slide.</li> <li>• Check that they can hear you.</li> <li>• 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.</li> </ul> <p>Tips and suggestions</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Warmer (5 mins)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 2</b>. Ask learners to think about the question 'What is fast fashion?' for a minute.</li> <li>• 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.</li> <li>• Share <b>slide 3</b> to show one definition.</li> <li>• 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'.</li> </ul>
<b>1. Discussion (10–15 mins)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 4</b>. Go through the following questions with your learners to check meaning:           <ul style="list-style-type: none"> <li>– Where can you buy fast fashion in your town?</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <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> <li>• Ask learners to screenshot or photo of slide 4 for reference. If you have breakout rooms enabled, put students into groups of four and into breakout rooms.</li> <li>• Ask learners to think for a moment each time and then share their ideas for 5 minutes. Monitor the breakout rooms.</li> <li>• Bring everyone back to the main room and conduct whole-class feedback.</li> <li>• Alternatively, show students the questions and give them five minutes to think about their answers, then conduct a whole-class discussion.</li> </ul>
<b>2. Vocabulary (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 5</b>. Read the ten words aloud while learners listen.</li> <li>• Explain that learners have to match each word to its definition.</li> <li>• Give learners 5 minutes reading and thinking time.</li> <li>• Learners can do the matching activity in a number of ways:           <ul style="list-style-type: none"> <li>– Give learners access to a drawing or annotation tool so that they can draw lines between words and definitions. Demonstrate how to do this with the first word and nominate learners to provide answers.</li> <li>– Ask learners to write answers in the chat box.</li> <li>– Nominate learners to give the answers orally using their microphones.</li> </ul> </li> <li>• Display the answers on <b>slide 6</b>.</li> </ul>
<b>3. Pronunciation (5 mins)</b>	<ul style="list-style-type: none"> <li>• The purpose of this stage to make sure learners know how to pronounce the statistics they are going to see in the infographic.</li> <li>• Display <b>slide 7</b> and elicit from learners how to say the numbers.</li> <li>• Display <b>slide 8</b> modelling the statistic or number for learners. Drill learners as a group and individually.</li> </ul> <p><b>Note:</b> This could be the end of lesson 1</p>
<b>4. Cloze activity (15 mins)</b>	<ul style="list-style-type: none"> <li>• Ask learners to look at their infographic if you've already shared it. Display <b>slide 9</b>.</li> <li>• . Explain that this has facts and figures about fast fashion.</li> </ul>



	<ul style="list-style-type: none"> <li>• Give them a few minutes to read the information</li> <li>• Display <b>slide 10</b> and encourage learners to guess which numbers fit into the gaps. Demonstrate the first answer using an annotation tool.</li> </ul> <p><b>Note:</b> Using a private chat function learners could discuss their ideas in pairs or small groups initially.</p> <ul style="list-style-type: none"> <li>• Ask learners to complete their infographic with the missing numbers.</li> <li>• This can be done in a number of ways.       <ul style="list-style-type: none"> <li>– Learners fill in the missing numbers in their copies of the infographic or in their notebooks.</li> <li>– Nominated students use a writing tool to write the missing numbers on the slide.</li> <li>– Learners provide answers in the chat box or orally, one by one.</li> </ul> </li> <li>• <b>Display slide 11</b> with the answers. Check with learners how many they got right.</li> </ul>
<b>5. Consolidation (5-10 minutes) OPTIONAL</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 12</b> and 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.</li> </ul>
<b>6. Discussion (5 mins)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 14</b> 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.</li> <li>• Display <b>slide 15</b> and ask students what they do with old T-shirts. You could expand the question to include any old clothes.</li> </ul>
<b>7. Expansion activity (15 minutes) OPTIONAL</b>	<ul style="list-style-type: none"> <li>• To expand stage 6 you could put learners into groups in breakout rooms and ask them to come up with a list of suggestions.</li> <li>• 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.</li> </ul> <p>Suggested ideas might include making a new object like a bag, a hat, a pencil case, a head band, a pet blanket or a scarf or making another T-shirt by cutting, restyling and decorating or painting.</p>



<b>Optional homework task</b>	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.
<b>8. At the end of the lesson</b>	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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