

## AFTER SCHOOL PROJECT PLANNING FORM

<b>Name of Project:</b>	<b>Fashion Around the World</b>				
<b>Location/site:</b>				<b>Grade/age Level: 6<sup>th</sup>-8<sup>th</sup> grade</b>	
<b>Duration of project:</b>	<b>6 weeks</b>			<b>Facilitator:</b>	
<b>Project Idea</b> Summary of the issue, challenge, investigation, scenario, or problem:	Youth will learn about the variety of modern and traditional clothing styles and how people from around the world come together to create the clothing worn in the United States. For the culminating event, youth will put on a fashion show featuring their globally-inspired designs and information (posters, video, powerpoint, etc.) they've learned about the clothing manufacturing around the world.				
<b>Driving Question</b>	"How do people from around the world influence the fashion in Philadelphia?"				
<b>Academic Subject Areas</b> to be learned (e.g., science, history):	<p>Geography, economics, history, cultural studies, writing.</p> <p>7.3.6.A: Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• <b>Culture</b></li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>6.2.6.A: Describe the interaction of consumers and producers of goods and services in the state and national economy.</p> <p>6.2.6.C: Explain how advertising influences economic decisions.</p> <p>6.2.6.D: Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p> <p>8.4.6.A: Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p>				
<b>21<sup>st</sup> Century Skills</b> to be taught. (Career Skills applicable for Middle and High School Models)	Collaboration	X		Career Skills:	
	Communication	X		Other:	
	Critical Thinking	X			
					<b>Presentation Audience:</b>

<b>Culminating Products and Performances</b>  (Note: projects must have at least one Culminating Product/Event)	<b>Group:</b>	Youth will work in small groups to develop an informational presentation (poster, powerpoint, video, brochure, etc.) on one aspect of global clothing manufacturing (i.e. one product, one country, one company, one issue, etc.) Youth will share their information and their individually created clothing item at a showcase event for parents, teachers, and peers.	Parents:	x
			School:	x
			Community:	
	<b>Individual:</b>	Youth will design their own globally inspired clothing item using a combination of new and recycled materials.	Experts:	
			Web:	
			Other: OST Youth	

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<b>Activities to generate student interest</b> (early in the project)	Youth will look at their own clothes to see where they are made. Various games, journaling, and sketching activities. Culminating event will be a fashion showcase.
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<b>Rubric: Project Content</b>  Identify the content or learning objectives for the project  (For example, for a gardening project, learning objective: youth will be able to explain the process of photosynthesis)	<b>State the Project Content/ Learning Objectives:</b> <ul style="list-style-type: none"> <li>Youth will understand that the fashion industry is one where individuals and companies design, manufacture, and sell their products around the world.</li> <li>Youth will understand that fashion designers draw inspiration from a variety of sources including nature, historical trends, and various cultures. Youth will understand that some people find it inappropriate to incorporate cultural traditions in modern fashions.</li> <li>Youth will understand that fashions often are designed to be practical, with the needs of the wearer in mind. Other fashions are less practical and are designed purely for aesthetic reasons.</li> </ul>
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In this row write what it means to be emerging, proficient, mastery, or breakthrough with the project content/ learning objectives. Then transfer this information to the rubric.	<b>Emerging</b> Youth will not understand that clothing is inspired by various cultural traditions and produced in factories all over the world. Youth will not be able to design either own product.	<b>Proficient</b> Youth will understand that clothing is made and influenced by people around the world. Youth will be able to sketch their own product, but may not be able to talk about specific fabrics, cost, etc.	<b>Mastery</b> Youth will be able to list specific examples of fashion influences from other cultures. Youth will be able to design a product that takes practicality, materials, cost, etc. into consideration.	<b>Breakthrough</b> Youth will take the initiative to teach others about the global nature of the fashion industry. Youth may express exceptional interest their research topic and take action beyond the project.
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<b>Debriefing Methods</b> (All debriefing must be documented)	<b>(Individual, Group, and/or Whole Class)</b>	Debriefing Form (required for second grade and up)	X	Focus Group	
		Whole-Class Discussion	X	Journal/Learning Log	
		Survey		Other:	

# PROJECT CALENDAR

**Project: Fashion Around the World**

**Start Date:**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

## PROJECT WEEK ONE

Week 1: Intro  
Day 1

Introduce driving question.

Ask youth "What is Fashion?" Develop list of items that we will include in the category of "fashion" (i.e. shoes, accessories). Have youth help as scribe writing on the board.

Without looking at tags, ask youth to make predictions about where their clothes were made. Write on board.

Have youth check any easily visible tags to find out where their clothes were made. Have them work in teams to create a bar graph, pie chart, or pictogram for different clothing types (i.e. one group can do shoes, another coats, etc.).

Use internet to explore <http://manufacturingmap.nikeinc.com/> so youth can see the locations of the various Nike factories around the world, how many people work there, # of men vs. women, what they make, etc.

Close the day by brainstorming culminating event ideas. Discuss the target audience for the culminating event.

Day 2

Review driving question and what was discussed during previous session.

Ask youth: "We know our clothes are made in other countries, but do other countries also influence our styles?" "What do people wear in other countries?"

Create a game for youth where they select a picture (or an envelope if you prefer) with a picture of a person in typical modern clothing from a particular country OR traditional clothing from that country. List the name of the country on the back of the picture. Have youth work either their team to find the following information:

- Location of country on map
- Population
- Climate
- Is this an example of traditional or modern every day clothes?
- Any interesting facts

Have youth use computers, almanacs, and any other resources to find the information. When finished, have the teams present their findings to the group.

As a class, discuss the difference between traditional clothing and modern clothing, as well as the variation in modern clothing (avoid over-generalizing or stereotyping). Use colonial Philadelphian clothes and some modern pictures as examples.

Revisit discussion about culminating event. Work as a group to develop a task list poster of the things they will need to learn and action steps they will need to take to put on the fashion show and share their information about the fashion industry with their target audience.

Day 3

Review driving question, task list, and what was discussed during previous session.

Using the same pictures from the previous day's activity engage youth in a conversation about similarities and differences between the different countries' styles.

Ask the youth what they notice about how the clothes are appropriate for the climate, the colors, used, the fabrics used, etc. Would they wear some of these foreign clothes here in Philadelphia? What about if they were living in a place where everyone dressed that way?

Have youth pick one of the countries covered so far. Have them work individually to sketch an outfit they would wear when visiting this country and write a paragraph about why they selected that outfit. Encourage them to think about the climate, cultural traditions, etc.

Project:				
MONDAY	TUES	WEDNESDAY	THURS	FRIDAY
<b>PROJECT WEEK TWO</b>				
<p><u>Week 2: Exploring Fashion Around the World</u> <u>Day 4: Shoes</u></p> <p>Review driving question, task list, and what was discussed during previous session.</p> <p>Introduce the day's topic: "Today we are going to look a little closer at just one type of fashion: shoes. So before we get started let's talk a little bit about the kinds of shoes people wear here in the U.S."</p> <p>Lead larger group in a discussion of the following questions:</p> <ul style="list-style-type: none"> <li>- Why do people wear (certain types of) shoes?</li> <li>- What are some styles of shoes? (i.e. sneakers, high heels, snow boots, etc.)</li> <li>- What are shoes made of?</li> <li>- How do people choose which shoes they will wear for certain event/day?</li> <li>- What qualities do you consider when buying a new pair of shoes? Give some hypothetical examples.</li> <li>- What factors do you think people in other countries consider when they get a new pair of shoes?</li> </ul> <p>Split groups up into 2 or 3 teams. Give each team an envelope with the same 14-20 pictures of shoes from around the world. First have them work in teams to decide which shoes are modern, everyday shoes and which are traditional shoes. (Give them 3-5 minutes to decide). Next have them try to guess which continent (or country) the various shoes are from. At the end, let them share out and discuss as a group. Award points for each correct answer. Talk about some of the things they like/dislike about the shoes from other cultures. Are the shoes practical? Here are some websites to get shoe pictures:</p> <p><a href="http://www.flickr.com/photos/topekalibrary/sets/7215762678506652/">http://www.flickr.com/photos/topekalibrary/sets/7215762678506652/</a> include modern foreign brands that youth may not realize are from other countries (Gucci – Italy, Adidas &amp; Puma – Germany, etc.)</p> <p>If time permits, have the youth write a quick journal entry about their favorite shoe example (from the pictures or from their life) and tell a little bit about why they like it (pretty, practical, comfortable, etc.) They can sketch an illustration of the shoe as well.</p>		<p><u>Day 5: Textiles</u></p> <p>Review driving question, task list, and what was discussed during previous session.</p> <p>Any good designer needs to understand the different types of fabrics he or she might be working with. Most fabrics, especially traditional fabrics, are actually made up of lots of little threads. Some are from animals, others from plants. Others are man-made with different chemicals.</p> <p>Look at some 3-4 different fabrics with magnifying glasses and discuss what they see. Write findings on board or chart paper. Discuss which fabrics are best for different environments.</p> <p>Introduce youth to some fabrics or prints common to different regions of the world. Examples:</p> <ul style="list-style-type: none"> <li>- Tartan (Scotland)</li> <li>- Tela Tipica (Guatemala)</li> <li>- Silk Saris (India)</li> <li>- Akan Kente (Ghana)</li> </ul> <p><a href="http://ecosalon.com/30-gorgeous-photos-of-traditional-textiles/">http://ecosalon.com/30-gorgeous-photos-of-traditional-textiles/</a> or other websites, books.</p> <p>Give youth the option of two different weaving activities. Encourage them to take inspiration from one of the textiles from around the world (choice of color, pattern, etc.)</p> <p><a href="http://www.skiptomylou.org/2011/06/06/miniature-weaving-craft-camp/">http://www.skiptomylou.org/2011/06/06/miniature-weaving-craft-camp/</a></p> <p><a href="http://www.michaelannmade.com/2011/07/woven-friendship-bracelet-tutorial.html">http://www.michaelannmade.com/2011/07/woven-friendship-bracelet-tutorial.html</a></p> <p>Let youth to take projects home to finish or keep on site to feature at culminating event.</p>		<p><u>Day 6: When is it okay?</u></p> <p>Review driving question, task list, and what was discussed during previous session.</p> <p>Put up some examples of fabrics from different cultures discussed on the previous day. Remind them that they created something inspired by those fabrics. Ask youth if they think it would be okay for them to wear a Scottish tartan or a woven print from Peru. Why or why not? Does it depend on the circumstances? For example, is it okay if you are visiting that country, but not okay here in Philadelphia?</p> <p>Introduce youth to the idea that some cultural groups don't like it when members of other groups use their cultural traditions to make a profit. Listen to this story on NPR: <a href="http://www.npr.org/2012/04/05/150062611/navajo-nation-sues-urban-outfitters-over-trademark">http://www.npr.org/2012/04/05/150062611/navajo-nation-sues-urban-outfitters-over-trademark</a></p> <p>Play period from 0:00 to 4:25 and 5:32 to 6:52. 6 minutes in total.</p> <p>What do the youth think about that story? Is it appropriate to use other people's cultural fabrics, prints, clothes, name, etc. in fashion.? Either have youth journal about this individually OR have a debate. For the debate divide the youth into 2 groups and have them brainstorm arguments for or against. After about 20 minutes of preparation, have youth engage in a structured debate with 5 minutes for arguments and 2 minutes each for rebuttal.</p>

## PROJECT WEEK THREE

<p><u>Day 7: First Design (Coats)</u></p> <p>Review driving question and task list. Comment that the group has learned a lot of about how fashion is a global industry and how what we wear is determined by a number of factors.</p> <p>Ask youth to brainstorm factors that they look for when they are going to buy a winter coat. Have youth help write factors on board. Youth might come up with something like:</p> <ul style="list-style-type: none"> <li>- Style</li> <li>- Price</li> <li>- Color</li> <li>- How warm it is</li> <li>- Durability</li> <li>- Fabric (down, wool, waterproof or not)</li> </ul> <p>Ask youth to consider these factors and sketch a design for a winter coat that people would wear here in Philadelphia. Indicate the fabric type, color, price, where it would be sold, etc. If possible, let each youth use their journal as a sketchbook.</p> <p>Have youth pitch their designs to the group or in small groups. Then pose the question to the youth, could the coat be sold in other parts of the US or other countries? Who else might want to buy this coat keeping in mind their fashion tastes, weather, etc.? Make global climate maps or the internet available to the youth.</p>	<p><u>Day 8: Showcase Planning</u></p> <p>Review driving question and task list. Ask youth to finalize some of the details of their showcase and start planning.</p> <p>Youth will finalize:</p> <ul style="list-style-type: none"> <li>- Format</li> <li>- Audience</li> <li>- What products they want to showcase</li> <li>- Create invitation</li> <li>- Various roles &amp; responsibilities</li> <li>- Supplies/materials needed</li> <li>- Create a budget</li> </ul> <p>Youth may want to consider dividing into teams to tackle different aspects of the showcase (i.e. agenda, invitations, budget &amp; supplies, etc.)</p> <p>Make sure everyone is clear about what product they need to make for the final showcase:</p> <ul style="list-style-type: none"> <li>- 1 individual design (or more)</li> <li>- 1 topic presentation in groups of 2-3</li> </ul>	<p><u>Day 9: Topic Presentation Research</u></p> <p>Review driving question and task list.</p> <p>Have groups begin researching their topic presentation. Provide youth with options to choose from or let them choose their own topic.</p> <p>Sample Topics Include:</p> <ul style="list-style-type: none"> <li>- Using sustainable/recycled materials</li> <li>- Where do your clothes come from?</li> <li>- The problem of child labor</li> <li>- Respectful ways to use inspiration from around the world</li> <li>- Value vs. Cost when purchasing clothing</li> <li>- Shoes around the world</li> <li>- Fashion &amp; philanthropy</li> <li>- How to make old clothes new again</li> </ul> <p>Encourage youth to use a combination of text and visuals that will teach their audience about their topic. Discuss using captions to explain images and reference sources.</p>
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## PROJECT WEEK FOUR

<p><u>Day 10: Continue Researching Topics</u></p> <p>Review driving question and task list.</p> <p>Have youth continue working on research projects. Have each group present their progress so far to the instructor so that he/she can give feedback or give them ideas of how to proceed.</p> <p>Youth should be outlining their poster or presentation and starting to create the final product.</p> <p>Encourage youth to work carefully to produce a quality project. Youth can work on it on non-PBL days after finishing homework as well.</p>	<p><u>Day 11: Final Design</u></p> <p>Review driving question and task list.</p> <p>Have youth start working on their final design to feature at the culminating event. Have them look at examples of sketches by professional fashion designers, so they understand the basic format.</p> <p>Youth should start with a small pencil sketch. Youth should feel free to sketch multiple ideas, then decide on which idea(s) will be featured at the culminating event. Depending on the design youth can either make a final version of their sketch (larger, color, etc.) or actually create it with fabric (if feasible). Sketches should be mounted on foam board with fabric samples, color samples, or photos of inspiration.</p>	<p><u>Day 13: Final Design</u></p> <p>Review driving question and task list.</p> <p>Continue working on final design. If youth finish their designs they can also work on various aspects of the planning for the showcase or their research project.</p> <p>For youth who plan to create their item with fabric, needle, and thread, staff should sit down with that group to show them some basic sewing safety tips and stitch types. This will be very difficult for novices, so staff should have other resources available such as fabric glue, safety pins, etc. or encourage youth to do the sketches for more complicated designs.</p> <p>Youth who finish quickly can do additional sketches from various angles or add measurements.</p>
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## PROJECT WEEK FIVE

<p><u>Day 13: Showcase Planning</u></p> <p>Review task list and make sure that all tasks are on schedule to be completed by next week. Have each group give an update. If any tasks have not been completed yet, identify a point person and set a clear deadline as a group.</p> <p>Youth will finalize:</p> <ul style="list-style-type: none"> <li>- Format</li> <li>- Audience</li> <li>- What products they want to showcase</li> <li>- Create invitation</li> <li>- Various roles &amp; responsibilities</li> <li>- Supplies/materials needed</li> <li>- Create a budget</li> </ul> <p>Youth may want to consider dividing into teams to tackle different aspects of the showcase (i.e. agenda, invitations, budget &amp; supplies, etc.)</p> <p>Make sure everyone is clear about what product they need to make for the final showcase:</p> <ul style="list-style-type: none"> <li>- 1 individual design (or more)</li> <li>- 1 topic presentation in groups of 2-3</li> </ul>	<p><u>Day 14: Fashion Icons</u></p> <p>Review driving question and task list. Comment that the group has learned a lot of about how fashion is a global industry and how what we wear is determined by a number of factors.</p> <p>Break up the event planning with an article about a fashion icon like Michelle Obama. Read a little bit about her biography as well as the articles below. It is ideal to use someone who is fashionable, but also smart, caring, and successful.</p> <p><a href="http://www.whitehouse.gov/administration/first-lady-michelle-obama">http://www.whitehouse.gov/administration/first-lady-michelle-obama</a></p> <p><a href="http://www.chicagotribune.com/shopping/chic-michelle-obama-1112_qnov12.0.5421281.story">http://www.chicagotribune.com/shopping/chic-michelle-obama-1112_qnov12.0.5421281.story</a></p> <p><a href="http://www.time.com/time/photogallery/0,29307,2046204_2233142,00.html">http://www.time.com/time/photogallery/0,29307,2046204_2233142,00.html</a></p> <p>Use this opportunity to talk about how style choices can shape how people think about a person. Propose hypothetical scenarios to the youth:</p> <p>What would you think of a person who:</p> <ul style="list-style-type: none"> <li>- Didn't wear their uniform to school?</li> <li>- Wore a suit to the movies?</li> <li>- Wore jeans to a job interview at a law firm?</li> </ul> <p>Is it fair that we judge people based on their clothes? Have a discussion or have youth write in their journals.</p>	<p><u>Day 15: Finish</u></p> <p>Review the driving question and task list. Have the youth use the date to finish up their designs or their issue presentations.</p> <p>If youth are finished with their products, they can work on floor plan, decorations, and other logistics for the showcase.</p>
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## PROJECT WEEK SIX

<p><u>Day 16: Prep for Fashion Showcase</u></p> <p>Youth will put finishing touches of their design poster (or sample) and their issue brochure/poster/presentation, etc. Youth will write and practice what they plan to say as part of their presentation. Youth can practice in small groups, in front of a mirror, etc. Encourage youth to create notecards, etc.</p>	<p><u>Day 17: Fashion Showcase</u></p> <p>Have fashion showcase (exact format of youth's choosing). Maybe with different tables set up in gym for folks to walk around and see sketches of the youth's designs and poster about their issue. Could also do a powerpoint or video as a group. Audience will be decided by youth but might include local fashion students, teachers, parents, etc.</p>	<p><u>Day 18: Wrap Party</u></p> <p>Engage youth in group debriefing discussion. Talk about what they liked/disliked and what went well/didn't work about the project. Have the youth complete debriefing forms. Brainstorm ideas for the next project.</p> <p>Instructor will complete rubrics and go over them one-on-one with each youth.</p>
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