

From Linear to Circular Clothing

Educational Module Toolbox

Dear reader

Welcome to the “From Linear to Circular Clothing” educational module’s toolbox, designed for the next generation of changemakers! As stewards of the planet, everyone’s role in shaping a sustainable future is crucial, and this toolbox is your digital key to unlocking the transformative power of the circular economy.

Imagine a world where waste is not the end of the product, but rather a new beginning. The circular economy is a groundbreaking approach that challenges the traditional "take, make, dispose" model. It's about creating a regenerative system where resources are used efficiently, products are designed for longevity, and waste is minimized through recycling and upcycling.



In the next stages, you will find a set of interactive learning tools that will allow you to dive into immersive learning experiences that break down the principles of the circular economy in a way that's both educational and entertaining.

This toolbox is complementary to our educational module “From Linear to Circular Clothing” and is aimed to deliver topics of Circular Economy and Sustainability in an engaging and interactive manner.

This methodology is based on principles of non-formal education and experiential learning. Tools are mainly designed for young people aged 13-30 years old and most of them are a mixture of group work and work in pairs.

They can be applied both by youth work sphere representatives as well as by young people themselves.

To endless discoveries!
“4F- Fast Fashion? Fast Forward!” project team

Graphic Design: Lusine Ishkhanyan

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Linear vs Circular

Objective

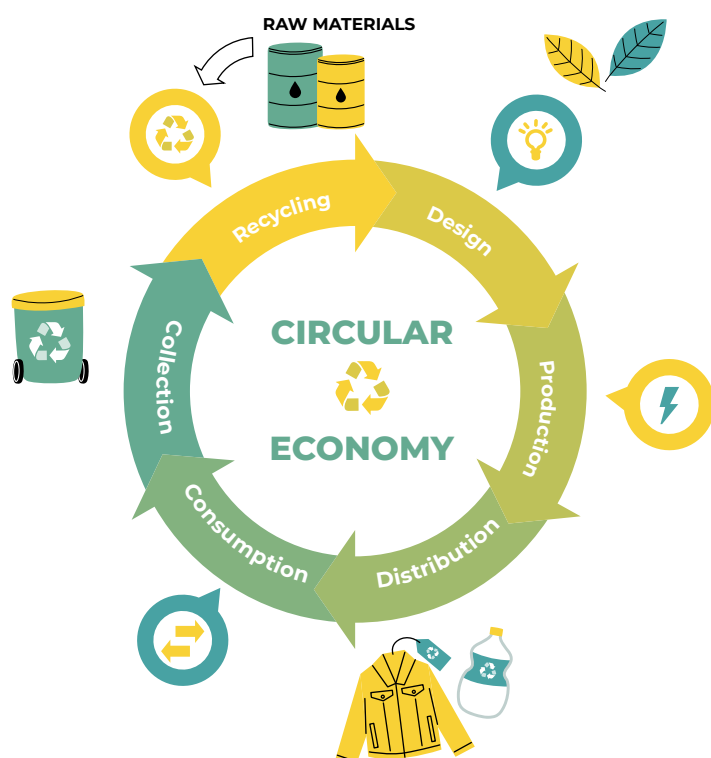
The tool aims to help participants grasp the distinctions between linear and circular economies, while also encouraging self-reflection on the extent to which they incorporate linear or circular practices into their daily lives.

Context

Linear economy is the mainstream capitalist model where raw materials are collected and transformed into products that consumers use until discarding them as waste, with no concern for their ecological footprint and consequences.

However, the central theme of the circular economy is not foreign to us. In fact, it's the most natural thing in the world.

"Imagine a forest ecosystem as an example: trees grow and shed leaves, which decompose and enrich the soil, fostering new plant growth. This cycle of growth, decay, and rebirth is a perfect illustration of a circular system, where nothing is wasted, and everything serves a purpose."



In this cycle, nothing is wasted. All items transition into new forms, perpetuating an endless cycle of transformation.

The circular economy looks at such a scenario and asks: What can we learn from the natural world? How can we eliminate waste? How can we preserve the intrinsic value of materials available?

Type

Group work /starting from 10 people/. The activity can be carried out by groups of 4-6 people in each group and the maximum advised number of participants is up to 25 in total.

Instructions

We can start by asking learners what they know about circular and linear economy and then go on with a small introduction on the topic.

You can use short educational videos to explain the concepts of "linear economy" vs. "circular economy." Here is an example you might want to use. <https://www.youtube.com/watch?v=9GorqroigqM>

Divide your learners into groups, while each group has the task to brainstorm and write down:



After work in small groups, invite learners to present their ideas and organize a plenary discussion.

Reflection and evaluation questions for learning outcomes highlight



- What did you learn from this experience?
- How was the brainstorming in your group? Share some insight you gained from your peers?
- Did you have opposite perspectives on the same matter during the discussion? /Please specify and give examples if possible/.
- How has the knowledge gained during this workshop changed your attitude to a certain topic or issue?

Tools adjustment tips

Depending on the group size, age of learners, preliminary level of knowledge on the topic, etc. this tool can be implemented separately or can be shortened and combined with the next one.

Needed Materials

A4 papers, flipchart, flipchart papers, markers, colored pencils, pens /for individual self-reflection part, participants might be advised to use their smartphones to make notes, thus not using pens and papers, or if it's available use dry erase boards/.



Timing



75-80 min approximately. 15 min for the introduction to the topic, 30 min for work in groups, 5 min for each group for presentations (15-20 min max). Reflection and evaluation (15 min).

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Pillars of Sustainability

Objective of the tool

The objective of the tool is to let participants self-reflect and self-assess to what extent they practice circular and sustainable approaches in different areas of their lives.

Context

If we think of sustainability as the roof of a building that protects its inhabitants, we see that it takes three pillars to hold it up.

These pillars are social sustainability, economic sustainability, and environmental sustainability. Weakness in any one pillar puts the roof in danger of collapsing. Thus it's important to have all aspects balanced.

Let's see examples of situations when these pillars are combined partially and not fully reflected in human actions:



Type

Individual work at the beginning that can be followed by either peer-to-peer discussions in pairs or in small groups.

Instructions

Before starting the activity, ask participants to rate their sustainable lifestyle on a scale of 1 to 10. Then, invite them to divide a piece of paper (or use a notes app on their smartphone) into three sections and reflect on how much they incorporate sustainable practices in three main areas of life: social, economic, and environmental.

Here are some tips and questions you can use for each pillar. Feel free to add more areas and questions. Be as honest with yourself as possible.

Remember, these questions are meant to encourage self-reflection. Afterwards, you can discuss your reflections in small groups or pairs and evaluate how sustainable you are in each pillar.

Here you can find some “tips” and questions you can ask in relation to each pillar. Feel free to think of more areas and write them down. Try to be as honest with yourself as possible.

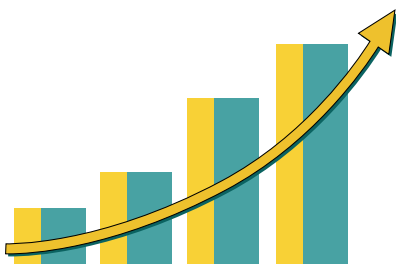
Environmental Pillar

- Do I get most of my groceries from local markets or farmers' markets?
- Is the majority of the water I drink bottled or from the tap?
- Do I cook my own meals? If yes, how often?
- Do I use small electric kitchen appliances (microwave, toaster, coffee maker, etc.) daily, weekly, or monthly?
- What is the average time I spend showering?
- What is the means of transportation I use the most?
- What do I do with the clothes I don't wear anymore?
- How much garbage do I create per day?



Economic Pillar

- Do I use alternative energy resources /solar panels, electric car, etc./
- What percent of my income do I spend on things which are not a necessity (clothes, electronics, dining out, etc.)?
- Do I reuse materials /plastic, textile, etc./ for example, using the same material to make something else instead of buying new material? If yes, give some examples.
- What percentage of my income do I spend on my basic needs?



Social pillar

- Am I engaged in community development programs?
- Do I advocate for human rights? If yes, how?
- Do I pay enough attention to my health and well-being? What do I do to maintain it?
- Do I feel that my rights are respected in my country?
- Do people with fewer opportunities have equal access to social services and infrastructure in my country?
- Do I feel I can have an influence on political decisions in my country?



After individual work, participants are invited to make pairs or form small groups /maximum of 4 people/ and discuss their self-assessment and self-reflection results to the extent they feel comfortable to share.

Later invite everyone for the plenary discussion.

Reflection and evaluation questions



- What was the most challenging for you during the individual work?
- How did you re-evaluate your understanding of sustainable lifestyle after this task?
- What did you learn about yourself?
- How did it feel like sharing with another person parts of your inner world?
- Can you share some insights you had during this exercise?
- Did you come up with any action plan or commitment for the future?
- If you are to assess your sustainable lifestyle from 1-10 again would it be the same rate?

Needed Materials

A4 papers, colored pencils, pens /for individual self-reflection part participants might be advised to use their smartphones to take notes, thus not using pens and papers, or if it's available they can use dry erase boards/.



Timing



70 min approximately. 15 min for the introduction to the topic, 20 min for individual work, 20 min for discussions in pairs and in small groups. Reflection and evaluation (15 min).

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Entrepreneurs of the Future

Objective of the tool

The objective of the tool is to enable participants to understand the circular economy concept on a practical level, from the perspective of entrepreneurial activity and consumption, as well as acquire skills related to business idea development and entrepreneurial mindset.



Context

Entrepreneurs play a crucial role in supporting and encouraging the transition towards a circular economy. They are the ones who can drive innovation in products and services, design to minimize waste, optimize resource use, and enhance the longevity of products. This includes designing products that are easy to repair, upgrade, and recycle. They can develop and implement circular business models, such as product-as-a-service, leasing, and sharing platforms shifting the focus from selling products to providing solutions, encouraging a more sustainable use of resources.

Furthermore entrepreneurs can contribute to raising awareness about the benefits of a circular economy among consumers, other businesses, and stakeholders. By educating the public, entrepreneurs can create a demand for sustainable products and services, this way also advocating to influence policies and decision makers.

Type

Group work /4-6 people in each group/ which is to be followed by presentations and plenary discussion. The maximum number of participants is 30 people in total.



Instructions

Start with a small discussion on how entrepreneurs can contribute to a sustainable lifestyle. Later split learners into small groups. Depending on the total number make groups of 4-6 people in each. In this simulation game each team represents a group of advisers who are “hired” by business owners to brainstorm and come up with ideas and practical solutions to shift their businesses into the circular economy logic. Each team will have different customers representing one business.

Group 1.

Your customer owns a small barber shop willing to integrate circular economy principles.



Group 2.

Your customer has a bakery in his small town trying to become a sustainable business.



Group 3.

Your customer owns an old bookstore in the touristic part of the city.



Group 4.

Your customer owns a guest house in the countryside which is not attractive for tourists so far.



If you want learners to focus on sustainable fashion in particular, examples of businesses could be.

Group 1.

Your customer is an e-commerce fashion retailer that offers a wide range of clothing and accessories.



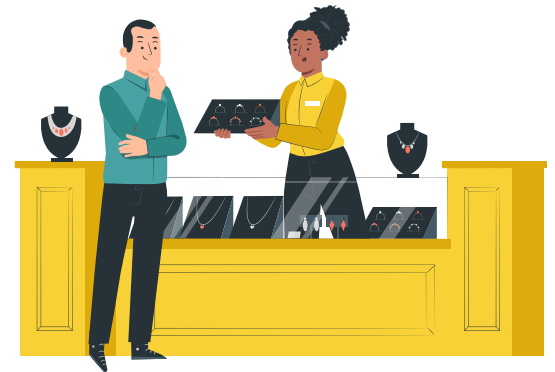
Group 2.

Your customer is a vintage clothing store owner aiming to promote circular fashion.



Group 3.

Your customer is an accessories brand owner willing to create stylish yet eco-friendly products.



Group 4.

Your customer owns a small shop selling mainly low-quality cheap clothing produced in countries with unfair working conditions.



Group 5.

Your customer has launched a local cosmetic brand trying to become a sustainable business.



Groups will have 30 min for brainstorming and research in their topic. They need to use the business model of the circular economy /see above/ offering solutions to the owners in order to transform their businesses into more sustainable ones. Give learners space to present their results the way they prefer (posters, presentations role play etc.)

The role of the business owner can be in each case taken by the facilitator of the activity or you pick owners from the groups from the beginning who will be observing the process and interact with the rest of the group during the presentation and discussion stage.

To help facilitators be better prepared to support learners and provide insightful comments, here are useful links to good examples of sustainable business practices.

<https://www.ibm.com/blog/sustainability-in-business-examples/>

<https://ecohedge.com/blog/environmental-sustainability-in-business-examples-a-guide/>

Reflection and evaluation questions



- How was the process in your group?
- What was the most challenging part of the process?
- Which of the solutions you came up with are applicable in daily life?
- Did the process change any of your attitudes and in you as a customer? If yes, how?

Needed Materials

A4 papers, flipchart papers, pens, markers, if it's available use dry erase boards to avoid paper waste generation



Timing



80 min approximately. 10 min for the introduction to the topic, 30 min for group work, 25 min for presentations and plenary discussion /5-7 min for each group/. Reflection and evaluation (15 min).

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Key Stakeholders

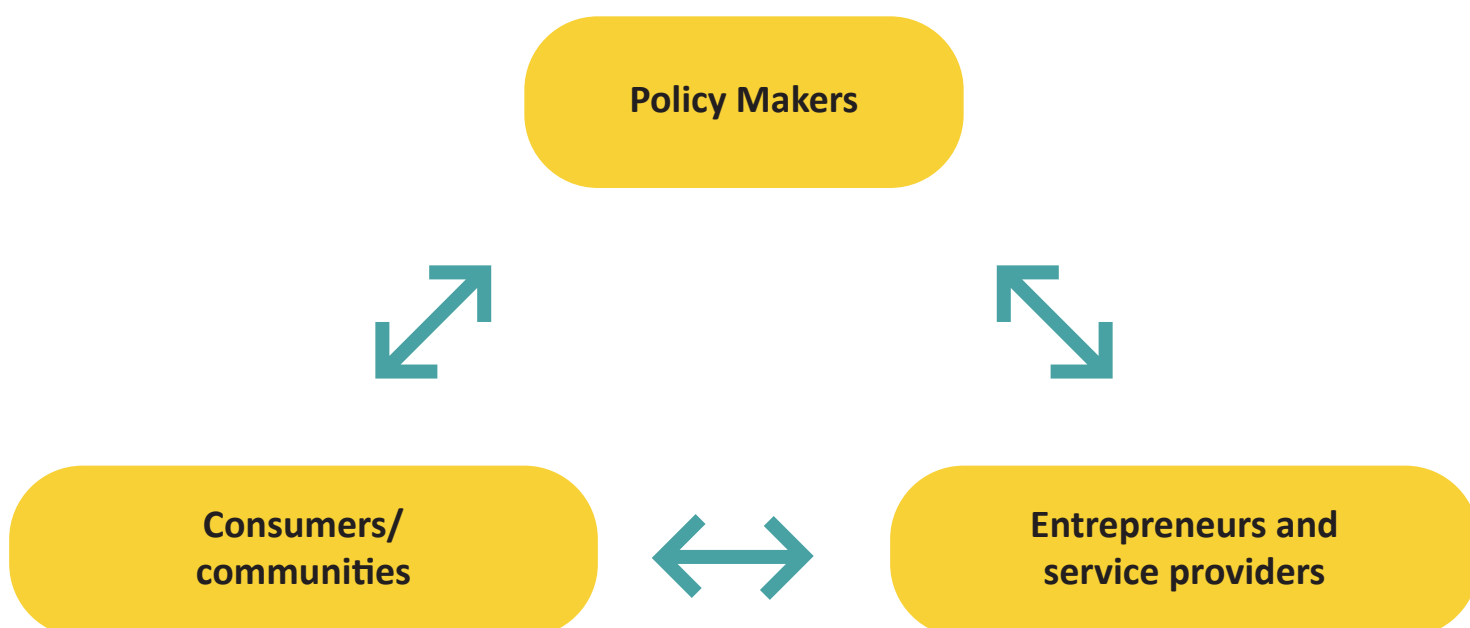
Objective of this tool

Objective of this tool is to foster understanding towards different stakeholders and experience each other's perspectives and challenges, increase awareness among youngsters about the complexities of decision-making processes and policy development.



Context

Bringing the policies and state strategies into grassroots level can be quite challenging as documents are heavy and for young people most of the time quite boring too. This interactive role-play tool will help participants understand policies, especially those at the EU and national levels in the fashion industry. It will also highlight the goals, potential contradictions, and meeting points for policymakers, entrepreneurs, and community members who are consumers of fashion products.



Instructions

Brainstorm together about the functions of each stakeholder and the ways they can take action. For example:

States: Adopt laws and regulations, implement taxation policies.

Businesses: Lobby for regulations, use advertising to influence consumers.

Communities: Self-organize, advocate for sustainable solutions.

Next, divide your group in 3 smaller groups. Each group will be representing one stakeholder having specific tasks to do:

Group 1.

Group of policy makers will have a task to come up with strategies and regulations that will urge consumers and entrepreneurs to follow a more circular economy and sustainable approach in their life and business in regard to fashion. You can give to this group some printed out documents of the EU or national strategies or send to them by email, WhatsApp etc.



Group 2.

Group of entrepreneurs will have a task to think and present pros and cons of going towards a circular economy direction in the fashion industry, what support do they expect from other stakeholders, and similar.



Group 3.

Group of consumers and community members will have to brainstorm and write down what are their needs and what are their expectations from policy makers and entrepreneurs, in order to be more sustainable when it comes to clothing consumption.

Type

Group work /5-7 people in each group/ which is to be followed by presentations and plenary discussion. Maximum number of participants is 25 people in total.

Reflection and evaluation questions



- How was the process?
- What was the most challenging in your group work in terms of putting you in the shoes of the stakeholders?
- Do you think you understand their perspective better now? If yes, please specify in what sense?
- What are the contradictions and meeting points of the stakeholders?
- Were there any other stakeholders who were not included? Who else would you engage in the process?

Needed Materials

A4 papers, flipchart papers, pens, markers, or if it's available use dry erase boards to avoid paper waste generation.



Timing



75 min approximately. Introduction to the topic and brainstorming (10 min), work in smaller groups (30min) role plays and presentations (5 min for each), reflection and evaluation (25 min).

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Changemakers of Sustainability

Objective of this tool

The objective of the tool is to enable participants to get to know real examples of people who are changemakers in the field of sustainability promoting circularity on personal or entrepreneurial levels, to have best-case studies.

Context

Human Library

The Human Library is a place where real people are on loan to readers. <https://humanlibrary.org/> You can invite 3-4 people from different areas who are successfully implementing sustainable and circular economy approaches in their work or businesses. They may be each of them in another corner of the room or in separate rooms if you have this option.

Divide participants into groups. Each group will have an opportunity to approach the human book and “read” it.



Instructions



Each group will have 10-15 min to approach each guest person “human book”, listen to their story of success (with challenges on the way) and change making, as well as the participants will have the opportunity to ask questions of their interest (e.g. what helped you to not to give up, what are the pains and gains of your path, etc.).

Important: highlight to participants that questions should not be too personal or unethical, and if they are so, the books have the right not to answer these questions, of course.

Type

Group work /4-5 people in each group/ which is to be followed by presentations and plenary discussion. Maximum number of participants is 30 people in total.

Reflection and evaluation questions



- How was the process?
- How did it feel to listen to the stories from the “authors”/human books themselves?
- Did you find any similarities with the heroes? If yes, specify please.
- What was the inspiring or insightful part of this activity for you?
- Did you find answers for questions you had before the process? If yes, specify to the extent you feel comfortable to share.

You can also prepare questions for the guests to involve them in the discussion.

- How did it feel to tell your story?
- Did you re-evaluate your path while telling it or answering the questions? If yes, please specify.
- Would you change your story? Explain please.
- What are the upcoming chapters in your “book”?

Needed Materials

None

Timing



80 min approximately. 10 min for the introduction to the topic, 45 min for “reading the books”, 10-15 min for each “book”. Reflection and evaluation (25 min).

Below is a handout for the 'Human Library' questionnaire that learners can use to build a conversation.

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How does it work?

Sit down with your book and listen to their story. Feel free to ask questions and engage in a respectful dialogue.

Here are some questions that readers can ask to the “books” during their Human Library session. They are meant to foster open, respectful, and insightful conversations, allowing readers to gain a deeper understanding of the “book”’s experiences and perspectives.

- *What are some key experiences that have shaped who you are?*
- *What is one thing you wish more people knew or understood about your story?*
- *What challenges have you faced, and how have you overcome them?*
- *Can you share a specific moment or turning point in your life?*
- *What are some common misconceptions or stereotypes about your experience?*
- *How has your experience influenced your perspective on life?*
- *What do you find most rewarding or fulfilling about sharing your story?*
- *How do you cope with or manage difficult situations or emotions?*
- *How do you stay motivated and positive in the face of adversity?*
- *What advice would you give to someone going through a similar experience?*
- *How has your experience impacted your relationships with others?*
- *What role has your family or community played in your journey?*
- *Can you describe a time when you felt misunderstood or judged, and how you handled it?*
- *What are some things that people can do to be more supportive or understanding?*
- *What are some positive changes or growth that have come from your experiences?*
- *Is there a particular story or anecdote from your life that you would like to share?*
- *How do you define success or happiness for yourself?*
- *What are some cultural or societal factors that have influenced your experience?*
- *What is one thing you hope readers take away from your story?*
- *How do you see your story fitting into the larger context of social change?*

Changemakers Mapping

Objective of this tool

The objective of this tool is to introduce participants to real examples of changemakers in sustainability who promote circularity at personal or entrepreneurial levels, providing the best case studies. We offer two ways to engage your learners based on available resources. One option is the "Human Library," and the other is "Changemakers mapping". Choose the one that best fits your resources.

Context

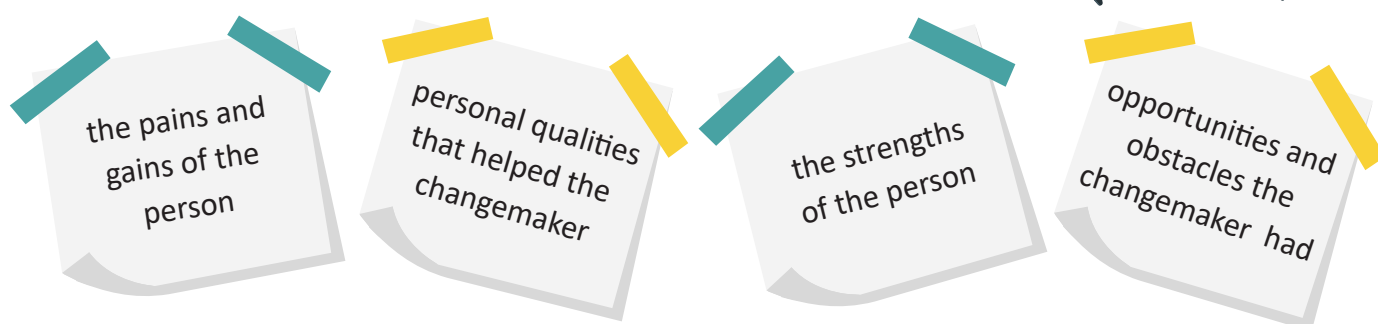
If lacking the resources to organize a human library session, you divide your participants into smaller groups /4-5 people in each max/. Each team will have time to find a person who is a changemaker for them in terms of circular economy and moves towards sustainability in their work. Mapping will allow participants to use their abilities of empathy to understand what the path of the picked person was like, they will get a chance to get inspired and see the mapped individuals as changemakers.

Instructions

Choose a person you think is a changemaker active in your community, country or globally. Try to look for someone who you think is a changemaker and influenced the shift from linear to circular economy and promoted sustainable development.

(You can help to identify relevant areas for your learners or leave the choice totally up to them. You will find examples below.)

Please try to put yourself into the shoes of that person and see



You will have 40 min to do this activity.

Areas you can point out to your teams:

- fashion industry
- food service industry
- organic agriculture
- waste management

Once learners have completed their group work, invite them to present their findings and participate in a plenary discussion. They may present their work in various formats, such as a beautifully handmade poster, a 2-minute theater performance, a TV show format, or any other creative approach.

Type

Group work /4-6 people in each group/ which is to be followed by presentations and plenary discussion. The maximum number of participants is 30 people in total.

Reflection and evaluation questions



- How was the process?
- Did you find any similarities with the influencers/inspirational personalities? If yes, specify please.
- What was the inspiring or insightful part for you?
- Do you consider yourself a changemaker? If yes, give past or future examples, if you do not see yourself as one at the moment, listen to other stories and answer the question once again later on!
- Did you discover something about yourself during the process? If yes, please share with the group, if not think about it later.

Needed Materials

A4 papers, flipchart papers, pens, markers, if it's available, you can also use dry erase boards to avoid paper waste generation.



Timing



75 min approximately. 10 min for the introduction to the topic, 40 min for work in groups, 15-20 min for presentations and plenary discussion /5-7 min for each group/. Reflection and evaluation (15 min)

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Eco Explorer

Objective of this tool

The objective of the tool is to enable young people to think of realistic examples of how they can practice sustainability in everyday life.

Context

Encouraging youth to act like eco explorers—individuals who actively explore and engage with their environment with a focus on ecological awareness and sustainability—holds several important benefits for both the younger generation and the planet. In particular acting as eco explorers fosters a heightened awareness of the environment among youth. It encourages them to observe, understand, and appreciate the natural world, leading to a greater sense of responsibility for its protection. Being so-called “eco explorers” provides an experiential and hands-on approach to learning about sustainability and helps to develop a stronger connection to nature. This connection has been linked to improved mental well-being, reduced stress, and an increased sense of stewardship for the Earth. And once you possess these knowledge and skills, it leads to long-term behavior change with integrating sustainable habits into daily life.



Type

Group work /4-6 people in each group/ which is to be followed by presentations and plenary discussion. The maximum number of participants is 30 people in total.

Instructions

Start with asking what young people know about the 5R concept and if they do actions to support the 5R principles.

According to the 5 R's, four actions should be taken, if possible, prior to 'recycling': refuse, reduce, reuse, repurpose, and then, if none of the previous is possible (anymore), recycle. By incorporating this methodology into our daily life, each of us can minimize landfill waste and help to save resources.

You can also use the origami game prepared by us. It's designed for learners to have fun and reflect upon 5R principles, to help them to warm up and prepare for the work in small groups. You can find the handout on the last page of this document.

Think about an imaginary world where you are responsible for the sustainable behaviors of citizens of the "DreamEarth".

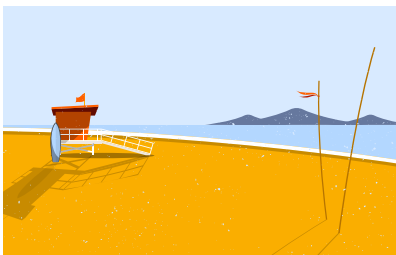
Each group will focus on a certain environmental area (e.g. beach, forest, city, rural community, shopping center, industrial factory, etc.)!

What would be your citizens "Refuse, Reduce, Reuse, Repurpose, and Recycle" actions in order to live in harmony in these respective places? Create a set of actions or principles they should follow in your imaginary world.

Here are examples of tasks for 3 groups:

Group 1.

How could citizens of DreamEarth apply the 5R principle in their lives so that they can have a harmonious and joyful visit to the beach?"



Group 2.

How could citizens of DreamEarth apply the 5R principles in their lives when it comes to entertainment activities and areas?



Group 3.

How could citizens of DreamEarth apply the 5R principles in their educational institutions, such as schools and universities?



Group 4.

Change the logic here!

This group could embark on a "Scavenger Hunt", meaning they have to explore the area (outdoor and/or indoor) and make a list of the items or practices to be applied in the area that we can Refuse, Reduce, Reuse, Repurpose, or Recycle. Participants can take photos, write descriptions, or collect small samples (if applicable).

Once group work is done, invite learners for presentations and plenary discussion.

Reflection and evaluation questions



- How was the process?
- What was the hardest part of the work?
- What rules from your imaginary world can you bring to real life?
- Which rules are realistic to be implemented?
- What can you do to contribute to acting according to your imaginary citizens' actions?

To elaborate further you can ask each participant to pick a mission challenge from a box related to the 5R principles prepared by you beforehand. Participants need to make a commitment applying in their everyday lives to fulfill this challenge.

Here are some examples of challenges:



Needed Materials

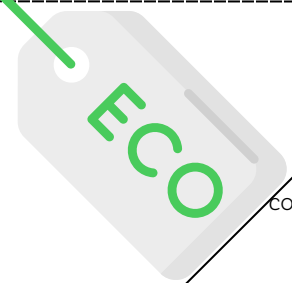
A4 papers, flipchart papers, pens, markers.



Timing



75 min approximately. 10 min for the introduction to the topic, 40 min for work in groups, 15-20 min for presentations and plenary discussion /5-7 min for each group/. Reflection and evaluation (15 min).



How does practicing conscious consumerism align with the Refuse principle?

A. Encourages mindless consumption

B. Rejects unnecessary products, supporting sustainability


C. Promotes acceptance for all offered items.

How does reusing items contribute to sustainability?

A. Reduces the demand for new resources

B. Increases waste generation

C. Encourages single use culture




What does the term "biodegradable" mean in the context of waste?

A. Materials that cannot break down naturally

B. Materials that break down over time through natural processes


C. Materials that release harmful chemicals when decomposing



ANSWER: B



ANSWER: A



True or False?

Containers must be squeaky clean in order to be recycled



Which of the following is an example of a renewable energy source?

A. Natural gas

B. Coal

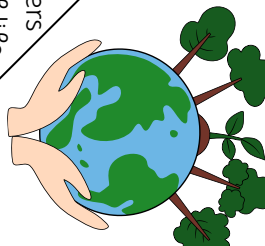
C. Solar power



ANSWER: C



ANSWER: TRUE



True or False?

Biodiversity refers to the variety of life on Earth, including the diversity of species, ecosystems, and genetic diversity.



True or False?

Repairing and refurbishing electronic devices is a form of reuse that helps minimize electronic waste.



True or False?

Sustainable development ignores social and economic factors in favor of concentrating only on environmental issues.

