

# The Environmental Impacts of Fashion Industry

## Educational Module Toolbox

### Dear reader

Welcome to the toolbox of the educational module “The Environmental Impacts of the Fashion Industry”.

In today’s world, the fashion industry is a colorful mix of creativity and expression. But behind the glamour of the runway, there's a story we often miss—the environmental impact of fashion.

This toolbox will guide you through the intricate landscape where style intersects with sustainability. This collection of resources and engaging activities serve as a crucial source showing the connection of the fashion industry to our planet Earth.



From the materials used to make clothes to how they’re produced, worn, and eventually thrown away, every step of the fashion process impacts the environment. Join us as we explore how fashion affects our planet.

This toolbox isn’t just about understanding the challenges; it’s a call to take action. By learning more, we can make better choices and help create a fashion industry that not only values creativity but also cares for our environment. Now is the time to make fashion more sustainable, and this toolbox will guide you on that journey.

This toolbox is complementary to our educational module “The Environmental Impacts of the Fashion Industry” and is aimed to deliver its content 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

# Fashion Time Travelers

## Objective

The objective of the tool is to make learners dive into history, trying to understand the evolution of clothing and fashion.

## Context

Fashion has played a central role in human societies for centuries, serving as a form of self-expression, cultural identity, and social status. The origins of fashion can be traced back to ancient civilizations, where garments were crafted using natural materials like animal hides, plant fibers, and woven fabrics.

## Type

Group work /starting from 10 people in total/ can be implemented in groups of 3-6 people in each group and the maximum advised number of participants is up to 30 in total.

## Instructions

Start with a small discussion about what is fashion for your learners.

What is fashion for you? How did fashion change throughout the centuries? Did materials human use change during the time?

Afterwards form small groups (3-6 people).

Instruct your learners: "Imagine you are time travelers!" Each group will "travel" to a certain time period and a place to reveal the context of fashion back then and there.



How were fashion and clothing perceived by people of that period?

What materials were clothes mainly made of? What technologies of textile making were used?

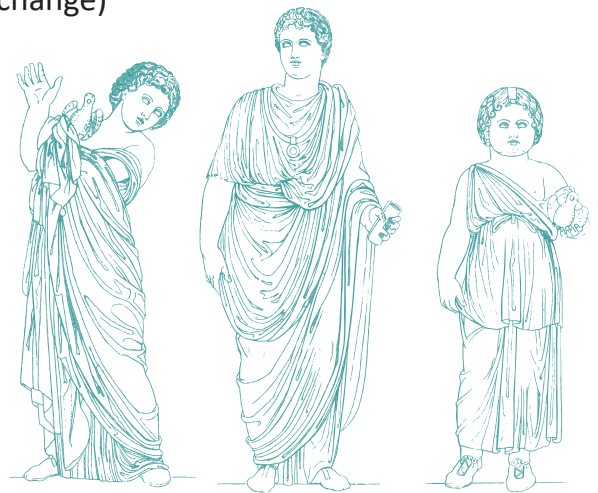
Was fashion linear or circular? Was it sustainable or not? Explain how.

Can you find any clothing shop or designer in that time period?

After this, each team has a task to create historically accurate outfits, either drawing a person from that period or performing with imitating similar outfits! Leave it to the creativity of your learners.

Time travel destinations can be the following: (feel free to change)

- Ancient times (Egypt, Roman Empire, Greece, China)
- Middle ages 5th-14th century (Nordic countries)
- Renaissance in Europe in 15th-17th century
- Industrial revolution and emerging fast fashion (USA)
- 20th century and consumerism (USSR)
- Your own country 19th century
- Year 2100



### Optional

Choose your own destination (which is not in the list).

***Presentations of group works and discussion should follow.***

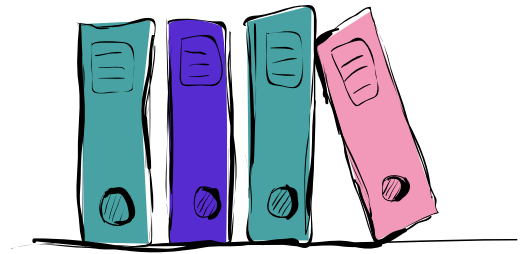
Reflection questions could be



- How was the process for you?
- Have you ever thought about fashion and clothing culture of different periods?
- How can the insights gained from the history of fashion inform or influence contemporary fashion trends or design?
- What was inspiring for you in this process?
- If you were to compare these different eras, what similarities and differences would you outline?

### Needed Materials

A4 papers, flipchart, markers, colored pencils, pens, different garments that could be used for creating outfits (without cutting or remaking clothes).



### Timing



75-80 min. Introduction to the topic (10 min), group work (35-40 min), group presentations (5 min per group, up to 20 min max), reflection and evaluation (10 min).



# Eco Inspectors

## Objective

The objective of the tool is to enable learners to deeper understand the environmental impact of the fashion industry and foster more responsible and ethical approaches as consumers.

## Context

The fashion industry is resource-intensive, relying heavily on water, energy, and raw materials. Understanding the environmental impact helps to identify areas where resource depletion can be minimized or mitigated.

Knowledge about the environmental impact of fashion empowers consumers to make more informed choices. As consumers become more aware of the consequences of their purchasing decisions, they can support brands that prioritize sustainability, thus driving positive change in the industry.



## Type

Group work /starting from 10 people/ can be implemented in groups of 3-6 people in each group and the maximum advised number of participants is up to 30 in total.

## Instructions

Form small groups. Each group will cover 1 area impacted by the fashion industry. Groups' task is to brainstorm, if needed make a small online research, and come up with:

Areas for the groups to cover are:

- Water consumption and water pollution in textile production processes
- Textile waste generation and soil intoxication
- Land use: Deforestation and Biodiversity Loss caused by the fashion industry
- Air pollution: Carbon Footprint and Greenhouse Gas
- Emissions of the fashion industry



A list of currently occurring environmental issues and what could follow if no action was taken.

What actions should be taken globally and by whom?

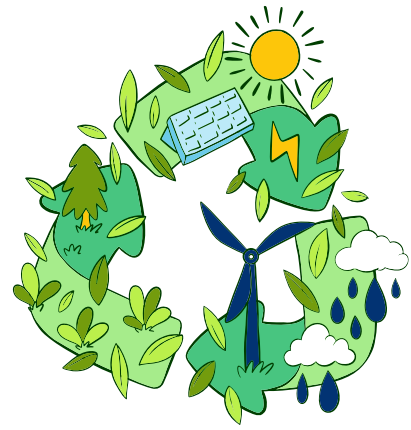
What can each of us do to bring a positive change?

Ask learners to develop a map/picture of fashion pollution on the ground.

**Presentation of group works and discussion should follow.**

### Reflection questions could be

- How was the process for you?
- Have you learned something that was shocking or unexpected for you?
- Will awareness of the environmental impact of the fashion industry influence your purchase decisions from now on? If yes, how?



### Adjustment tips

Depending on the age and capacity of your group, you can simplify the task by assigning each group only one question to work on instead of three.

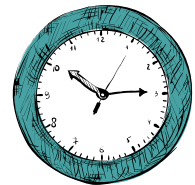
### Needed Materials



A4 papers, flipchart, flipchart papers, markers, colored pencils, pens.

### Timing

75-80 min. Introduction to the topic (10 min), group work (35-40 min), group presentations (5 min per group, up to 20 minutes max), reflection and evaluation (10 min).



# Mapping Competences in Sustainable Fashion

## Objective

The objective of the tool is to identify the knowledge, skills, and attributes necessary for a person who wants to support sustainable fashion, and navigate and contribute to the sustainable aspects of the fashion industry.

## Context

Competency mapping is a process that allows us to identify qualities and features necessary to be successful and effective in a particular field. Competency maps often are referred to as competency profiles.



## Type

This activity can be implemented both individually and in small groups (possible also in pairs).

## Instructions

At the beginning, invite learners to a plenary discussion on who is a person with competences in sustainable fashion in their opinion, and what associations come to their mind in this regard. Write on a whiteboard all the associations that the group members have. (Or if you have the resources for it, use “Mentimeter” to show results on a screen and be sustainable!)

Then have a small input on what the competence means and what are its 3 components. Introduce the “Iceberg” model of competencies.

In this model, above the surface and on the top of the iceberg we have:

**Knowledge:** This refers to the information and understanding of a specific topic. It can include facts, concepts, principles, etc.

**Skills:** These are the practical abilities and capabilities required to perform specific tasks. Knowledge and skills are considered to be relatively easy to gain. And under the surface, a much bigger part of the iceberg includes our attitudes, values, traits and motives that in fact form our:

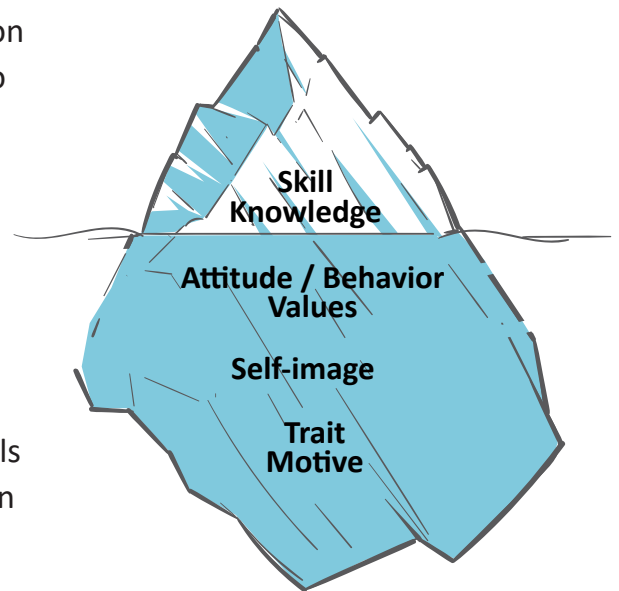
**Attitude:** These are observable actions or reactions of an individual in specific situations. Thus when we talk about an exact competence, it's a combination of certain knowledge, skills, and attitudes, and also personality traits which are the core for competence formation and result in a specific behavior.

### *Let's discuss an example.*

Someone has knowledge about the harms of plastic pollution and especially the single use plastic. This person has skills to differentiate between single and multiple use plastic. This person never or very rarely buys single-use plastic items, such as coffee-to-go or straws, carries reusable bags for shopping, takes part in campaigns against production of reusable plastic, because preserving nature is a core value for this person.

Now let's imagine that a person has knowledge, has the skills but applies them randomly or only just because it's trendy in the community. This is not this person's core value and the person doesn't think that the actions matter or sorting waste is helpful for the environment. Can we say this person truly has the competence in its full range?

To make competency model explanation more fun and engaging you can use our origami game! You will find the handout on the last page of this tool.



Next, divide participants into small working groups where they are asked to map “fashion sustainable person” and indicate the set of knowledge, skills, and attitude required. They need to discuss this in their groups and together create the maps of competencies and present them afterward. Depending on the aim you can do the second round of this activity where learners are invited to self-reflect and they can assess to which extent do they have the competencies that were revealed as necessary for a “fashion sustainable person”. (You can choose an assessment tool yourself: numbers 0-10, drawing a chart, etc.)

***Group works presentation and discussion should follow.***

### **Reflection questions could be**

- How did your group collaborate to map the competencies? Were there any disagreements or challenges in reaching a consensus?
- How did you assess your own competencies in terms of knowledge, skills, and attitudes related to fashion sustainability?
- What insights did you gain from the presentations of other groups regarding the competencies of a "fashion sustainable person"?
- How can you apply these competencies in your daily life to contribute to more sustainable practices in the fashion industry?
- Are there specific goals or actions you would like to set for yourself based on this reflection?

### Needed Materials

A4 papers, flipchart, flipchart papers, markers, color pencils, pens.

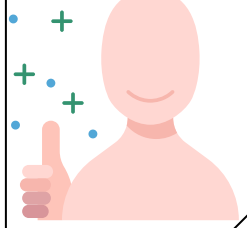


### Timing



75-80 min. Introduction to the topic and group discussion (10 min), individual work (30 min), group presentations (20 min), plenary reflection (15-20 min).





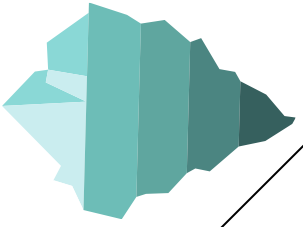
Why is the "Attitudes" layer considered hidden in the Iceberg Model?

A. It cannot be observed  
B. It is visible above the surface  
C. It is less important



Which layer of the Iceberg Model is related to hands-on abilities and practical tasks?

A. Knowledge  
B. Skills  
C. Attitudes



Why is the Iceberg model useful for understanding competence?

- A. It only considers visible actions
- B. It involves knowledge, skills, and attitudes
- C. It ignores practical applications

ANSWER: B

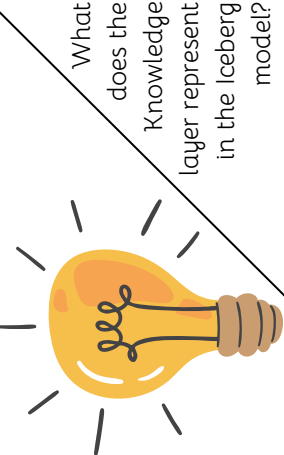
ANSWER: A

ANSWER: B

ANSWER: FALSE



True or False? "Skills" in the Iceberg Model refer to theoretical knowledge rather than practical application.



What does the Knowledge layer represent in the Iceberg model?

- A. Beliefs and values
- B. Practical application of information
- C. Factual information

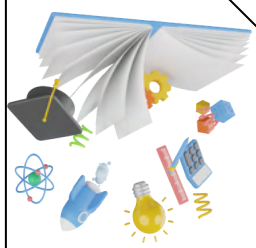
ANSWER: C

ANSWER: FALSE

ANSWER: TRUE

ANSWER: TRUE

True or False? The "Skills" layer in the Iceberg Model involves applying knowledge in real situations.



True or False? According to the Iceberg model knowledge is only about theoretical understanding.

True or False? The Iceberg Model suggests that attitudes influence behavior and motivations.





# Fashion Detectives

## Objective

Objective of the tool is to raise learners' awareness about the materials most of our clothes are made of and their impact on the environment.

## Context

Being aware of what your clothes are made of allows you to make more informed decisions about your wardrobe, considering factors like comfort, durability, environmental impact, ethical production, and personal values. It all seems vague until we dig into our wardrobe, re-viewing our own clothes.



## Type

This activity can be implemented both individually and in small groups (possible also in pairs).

## Instructions

Let's see what you know about your clothes! Pick one garment from your wardrobe. Can be your favorite one, random one or even something you are wearing right now.

Your task is to:

Find out where the garment was made and investigate - if possible - the working conditions of the factory workers making clothes for the particular brand in that particular country

Once this garment item is no longer worn, what can you do with it? (Recycling, upcycling, landfill, composting for natural fibers, etc.). What would be the most sustainable option?

What materials were the items made of? What does the process of making these materials look like?

Give learners time and space to present their investigation results to everyone. Later, engage everyone in a reflective discussion.

### Reflection questions could be

- How was the process for you?
- Were you surprised by the information you found, or did it align with your expectations?
- Do you think the working conditions in the factory influence your future decisions when purchasing clothing?
- Were you aware of the materials used to make your garment before this activity?
- What did you discover about the potential fate of your garment once it's no longer worn?
- Based on what you've learned, what actions or changes do you envision to make in your clothing choices or habits?

### Needed Materials

Clothing garments, phone, internet.

### Timing



75-80 min. Introduction to the topic and group discussion (10 min), individual work (30 min), group presentations (20 min), plenary reflection (15-20 min).



# SustainaSpy

## Objective

The objective of the tool is to raise awareness about greenwashing in the fashion industry and develop skills to recognize it and avoid its influence.

## Context

Greenwashing in the context of fashion refers to deceptive marketing practices or claims made by clothing brands or companies to create the false impression that their products are environmentally friendly or sustainable when, in reality, they may not be. To avoid falling for greenwashing and make more informed choices, consumers are encouraged to look for third-party certifications, transparent supply chain information, and comprehensive sustainability practices from fashion brands. Additionally, staying informed about the environmental impact of different materials and production processes can help consumers make more conscious purchasing decisions.



## Type

Group work /starting from 10 people/ can be carried out in groups of 3-6 people in each group and the maximum advised number of participants is up to 30 in total.

## Instructions

Start by asking learners what they know about greenwashing. Provide examples of greenwashing in the fashion industry and discuss how you can identify it. More specifically, explain to learners that they need to pay attention to certain indicators. For example, vague claims such as "eco-friendly," "natural," or "sustainable" without specific details or certifications can be misleading. Lack of transparency is another sign; if brands don't provide clear information about their supply chain, materials, or manufacturing processes, they may be greenwashing. Also, watch out for brands that overemphasize minor improvements while ignoring larger environmental impacts. The absence of third-party certifications, which validate genuine sustainability efforts (like Fair Trade, GOTS, etc.), is another indicator. Additionally, using green or nature-related imagery to create an impression of environmental responsibility without substantive evidence can be misleading.

Each group will have a challenging task to complete:

Pick up to 3 brands of their choice (can be the brands they like and shop or any other) and investigate their claims analyzing product descriptions, labels, and marketing materials.

Identify potential greenwashing and make ranking among chosen brands from the biggest to the least serious greenwashing mechanism found.

Give time and space for groups to present their investigation results.

### Reflective questions to build the plenary discussion could be

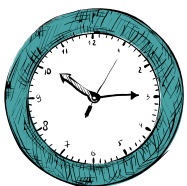
- How was the process for you?
- What did you find out that surprised you the most?
- How did the activity change or reinforce your understanding of greenwashing in the fashion industry?
- How your attitude towards the brands you investigated did change?
- Share an example from the activity where you had to critically analyze a brand's claim. What clues did you look for to identify potential greenwashing?
- How can the skills you learned in the activity be applied to real-life situations when shopping for clothes (or something else)?

### Needed Materials

A4 papers, flipchart, flipchart papers, markers, color pencils, pens or ideally you can ask learners to make notes in their smartphones and practice eco-friendly attitude.



### Timing



85-90 min. Introduction to the topic and group discussion (20 min), group work (30 min), group presentations (20 min), plenary reflection (15-20 min).

# “Threads of Justice” Storytelling

## Objective

The objective of the tool is to enable participants to learn and highlight the journey of a garment through storytelling, from its creation to disposal, with a focus on its social and environmental impacts, as well as to brainstorm about sustainable practices and their positive impacts.



## Context

Storytelling is a powerful and effective tool and it has been a fundamental aspect of human communication throughout history. It leverages the innate human affinity for narratives, making it an effective method for conveying information, shaping perceptions, and enabling individuals to step into the shoes of others. This fosters empathy and a deeper understanding of different experiences and viewpoints.



Fast fashion brands have been associated with various cases of labor abuse, ranging from child labor and forced labor to human trafficking. In some countries the workers are often paid extremely low wages and forced to work in unsafe and unhealthy conditions, thus it's important to raise awareness on these issues and develop an attitude of a changemaker and conscious buyer.

## Type

Group work /starting from 10 people/ can be carried out by 3-6 people in each group and the maximum advised number of participants is up to 30 in total.

## Instructions

Briefly present your learners the main aspects of creating a story. Thus each story should have:

Instructions	Characters	Trigger event
Development of conflict or culmination	Growth of characters	Turning point
Conclusion		

Form small groups! Each group will have to create a story!  
Here we will provide you with different ways of doing it.

### 1. Groups will have a plot to develop further!

Here is 1 plot for 1 group: You can provide the same beginning to all groups and see what different stories they come up with, or you can create other beginnings of your choice!

**Introduction:** Maya is a skilled garment worker. She works in a fast fashion brand factory. Every day she faces numerous challenges such as tight deadlines, low wage, and unsafe working conditions.

Maya works with 20 more people, each with their own stories and struggles.

One day..... (*Group needs to continue the story*)

#### **Hint for learners:**

Each challenge presents an opportunity for the storytellers to make choices that impact Maya's well-being. Think about it!



2. Groups will have visual materials for fostering storytelling process (e.g. pictures of people working in fashion factories, being provided with different working facilities and conditions, pictures of the polluted nature as a consequence of fast fashion value chains, luxury life of wealthy consumers to show the contrast, etc.) (As an alternative, links to the respective pictures can be provided to the learners.)

Present group 10-20 thematic pictures (print them beforehand). Each one from the group can choose one picture and then all together they need to decide and pick 1 additional photo for the whole group.

The group needs to create a story with the structure presented above.

Give enough time and space for each group to present their stories and hold a plenary discussion about the activity afterwards.

#### **Adjustment tips**

Depending on the prevailing age in the group, their background and your specific objectives, you can decide which storytelling option is the best for your target group. It can be one particular or a combination of all. Also give participants space to present their stories the way they want (e.g. performance, created video, poster presentation, etc.).

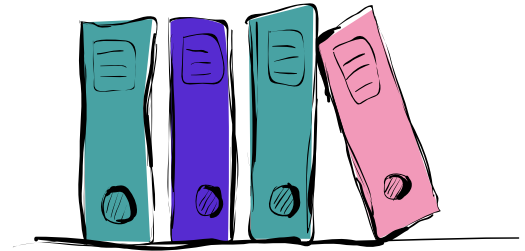


### Reflective questions could be

- How was the process for you? How did you come up with the story and how did the group work go?
- What was the message of your story?
- Were there any moments in the story that particularly resonated with you?
- Did the story leave you with a particular mood or atmosphere? Were there specific moments that elicited strong feelings?
- Can you identify any real-life lessons or insights that can be drawn from the story?

### Needed Materials

A4 papers, flipchart, flipchart papers, markers, color pencils, pens, in case of the version with visual materials, you will need printed pictures too.



### Timing



75-80 min. Introduction to the topic and instructions (10 min), group work (30 min), group presentations (20 min), plenary reflection (15-20 min).

# Sustainable Fashion Discovery Journey

## Objective

The objective of the set of activities is to educate and empower young learners about sustainable fashion practices. Through interactive exercises such as Fashion Human Bingo, Fashion Saltshaker, and Coloring Pages with Group Discussion, participants will:



Increase their awareness and understanding of sustainable fashion concepts.

Foster a sense of empathy and responsibility towards making more sustainable fashion choices.

Engage in meaningful discussions about the environmental, social, and economic impacts of the fashion industry.

Reflect on their own fashion habits and practices in relation to sustainability.

Empower participants to become advocates for positive change in the fashion industry and beyond.

Overall, the activities aim to inspire young learners to adopt more sustainable lifestyles and contribute to building a more environmentally and socially conscious society.

## Context

As educators, your role is crucial in guiding young learners on this journey towards a more sustainable future. This activity is designed to foster creativity, critical thinking, and meaningful discussions about the impact of fashion choices on both individuals and the planet. Let's empower our youth to become conscious consumers and advocates for positive change in the fashion industry!



## Type

Fashion Human bingo involves the whole group, salt shaker making and exploring is a pair activity and coloring the fashion pages and discussing about the prompts is a group activity /5-7 people in each group/. Maximum number of participants is 25 people in total.

## Instructions

Welcome to the Sustainable Fashion Discovery Journey! In this engaging and interactive activity, participants will explore the world of sustainable fashion through a series of fun and educational exercises.

### ***Fashion Human Bingo (Icebreaker):***

In this activity, participants will mingle and ask each other questions related to their sustainability practices in fashion. Each participant would fill out their bingo card with the names of peers who fit the description in the squares (e.g. "Someone who shops at thrift stores," "Someone who upcycles clothes," etc.).

### ***Fashion Saltshaker Making (Pair Activity):***

Participants will work in pairs to make their fashion saltshakers using materials provided (saltshaker printed on paper and scissors). The saltshaker contains fashion-related facts and questions that the pairs will discuss and learn about together.

### ***Coloring Pages and Group Discussion (Group Activity):***

Participants will gather in groups of 4-6 people and receive coloring pages depicting scenarios related to fast and slow fashion. They will color these pages while discussing what they learned about themselves and the fashion industry during the previous activities. The discussion should focus on topics like sustainable practices, ethical considerations, and the environmental impact of fashion choices.

### ***All handouts can be found on the last page of this tool***

Overall, the entire activity could take around 1,5 hours to complete, depending on the size of the group and the depth of discussion during the coloring and group reflection portion. Adjustments can be made based on the specific needs and dynamics of the participants.

## Reflective questions could be

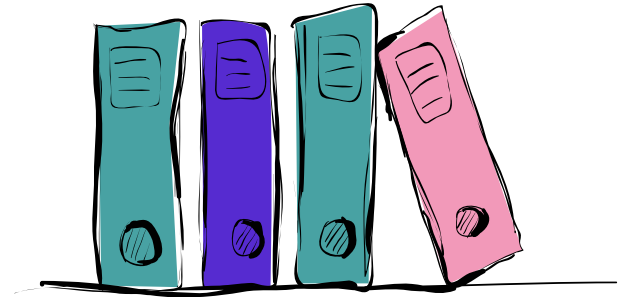
- How did participating in these activities change your perspective on sustainable fashion?
- What were some surprising insights you gained about your own fashion habits and practices?
- How do you think your fashion choices impact the environment, society, and economy?
- What are some changes you can make in your own life to promote more sustainable fashion practices?
- How can you encourage others to become more conscious consumers in the fashion industry?
- What are some challenges you anticipate facing when trying to adopt more sustainable fashion habits, and how do you plan to overcome them?

- How do you feel about the role of fashion in addressing broader global issues such as climate change and social justice?
- What commitments are you willing to make to continue learning about and promoting sustainable fashion in your community?
- How can we work together to advocate for more sustainable practices in the fashion industry?
- What steps can we take as a group to ensure that our newfound knowledge and insights translate into tangible actions for positive change?

## Needed Materials

### ***Fashion Human Bingo (Icebreaker):***

Printed bingo cards (one for each participant) with squares containing prompts related to sustainable fashion practices and pens to fill out the bingo cards.



### ***Fashion Saltshaker (Pair Activity):***

Printed saltshakers (1 for each pair) and scissors (1 for each pair).

### ***Coloring Pages and Group Discussion (Group Activity):***

Printed coloring pages depicting fast and slow fashion scenarios (1 set per person). Coloring utensils such as colored pencils, markers, or crayons. Tables and sitting areas arranged for group activity and discussions.

## Timing



90 min. “Fashion Human Bingo” (20 min.), “Fashion Saltshaker” activity 30 (min.), “Coloring Pages” and group discussion (30 min), reflection (10 min).

## Adjustment tips

### ***Fashion Human Bingo***

- Adjust the prompts on the bingo cards to suit the background, age group and knowledge level of the participants.
- Consider incorporating multimedia elements such as photos or videos related to sustainable fashion to make the activity more visually engaging.

### ***Fashion Saltshaker Making***

- Offer pre-made templates of saltshakers and provide a variety of fashion-related facts or questions to cater to different interests and learning styles.

### ***Coloring Pages and Group Discussion***

- Include open-ended discussion prompts (written on the blackboard/flipchart or printed on a paper for each group) that encourage critical thinking and deeper reflection on the topics covered during the activity.

Overall, be flexible and responsive to the needs and preferences of the participants. Encourage creativity, active participation, and collaboration throughout the activities to maximize engagement and learning outcomes.




# SLOW FASHION

## HUMAN BINGO

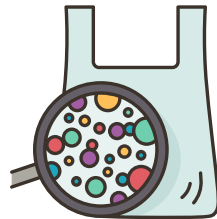
NOT ONLY FOR ROOKIES :)



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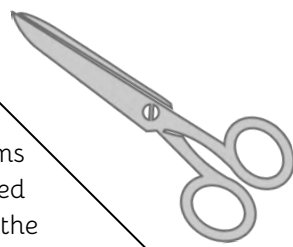
WHO HAS PURCHASED A PIECE OF SECOND-HAND CLOTHING IN THE PAST? IF SO, WHAT MOTIVATED THEM TO DO SO?	WHO KNOWS ANY SUSTAINABLE FASHION BRANDS? IF SO, WHICH ONES?	WHO HAS PARTICIPATED IN A CLOTHING SWAP OR CLOTHING EXCHANGE BEFORE?	WHO KNOWS ABOUT CLOTHING OR SHOE REPAIR SERVICES IN THEIR NEIGHBORHOOD OR CITY?	WHO HAS USED CLOTHING OR SHOE REPAIR SERVICES BEFORE?
WHO HAS LEARNED TO REPAIR THEIR OWN CLOTHES - E.G. TO FIX A BUTTON, HOLE OR SIMILAR?	WHO ONLY DOES LAUNDRY WHEN THE LOAD IS FULL?	WHO DID NOT BUY A SINGLE PIECE OF CLOTHING THE LAST 6 MONTHS?	WHO USES THEIR OWN TEXTILE SHOPPING BAG WHEN DOING A SHOPPING?	WHO THINKS SUSTAINABLE FASHION IS MORE EXPENSIVE THAN FAST FASHION? AND WHY?
WHO USES REUSABLE TEXTILE HANDKERCHIEFS?	WHO HAS DONATED SOME OF THEIR CLOTHES BEFORE? WHAT MOTIVATED THEM TO DO SO?		WHO KNITS, DOES CROCHETING OR EMBROIDERY IN THEIR SPARE TIME?	WHO HAS EVER THOUGHT ABOUT WHO MADE THEIR CLOTHES?
WHO BUYS FEWER BUT BETTER QUALITY CLOTHES?	WHO OWNS CLOTHES THAT ARE EASY TO MIX AND MATCH TOGETHER?	WHO HAND WASHES DELICATE FABRICS (LIKE KNITTED SWEATERS OR SILK BLOUSES) TO PRESERVE THEM FOR A LONGER TIME?	WHO WEARS VEGAN CLOTHING? (MEANING NO CLOTHES MADE OF ANIMAL LEATHER OR FUR)	WHO USED TO WEAR THEIR RELATIVES' OLD CLOTHES AS A KID?
WHO IS FAMILIAR WITH THE TERM "GREENWASHING" IN THE FASHION INDUSTRY? WHAT DOES IT MEAN?	WHO IS AWARE OF ANY SUSTAINABLE FASHION INFLUENCERS OR BLOGGERS? WHO ARE THEY?	WHO KNOWS HOW TO REUSE AND GIVE A SECOND LIFE TO CLOTHES THAT ARE NO LONGER IN USE? GIVE EXAMPLES.	WHO AIR DRIES THEIR CLOTHES INSTEAD OF USING A DRYER? WHY IS THIS GOOD?	WHO BUYS CLOTHES CONSCIOUSLY AND ONLY WHAT THEY REALLY NEED?





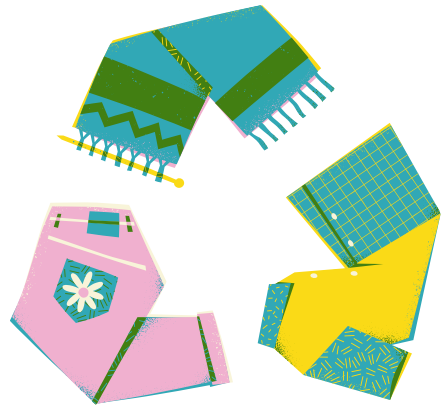
What percentage does the fashion industry contribute to global microplastic pollution?

A. 20%  
B. 35%  
C. 50%



How many billion clothing items are consumed annually in the fashion industry?

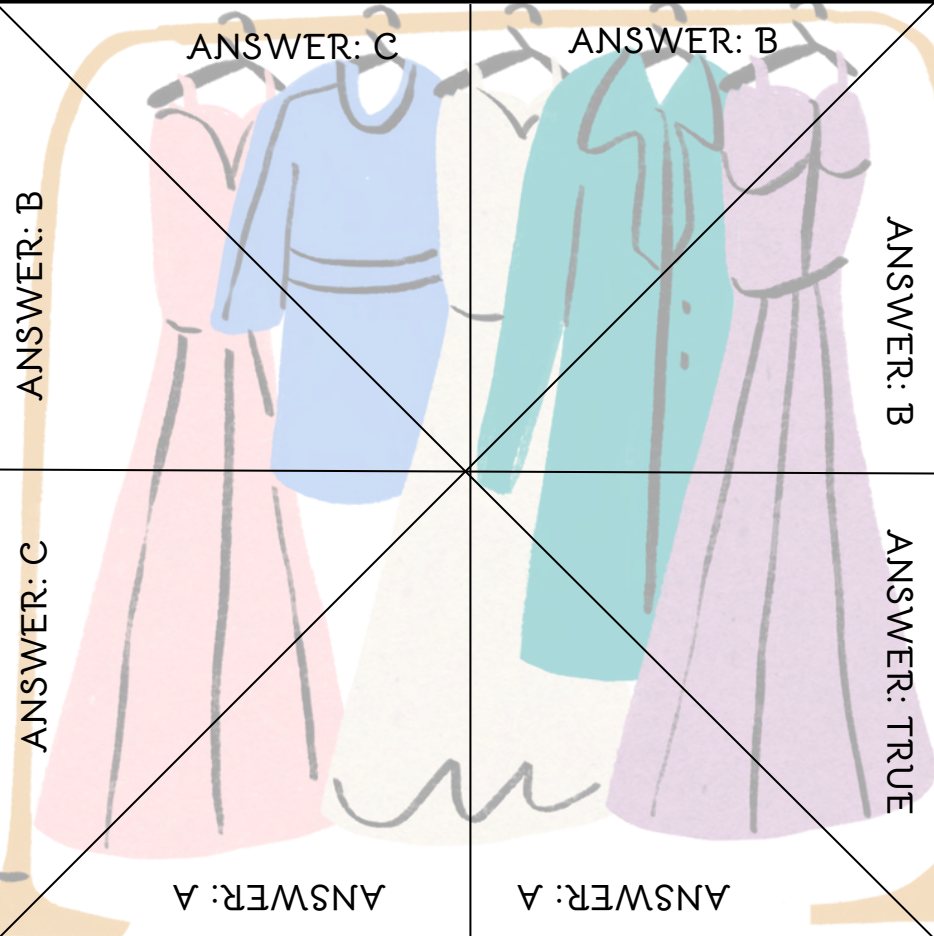
A. Approximately 50 billion  
B. Approximately 80 billion  
C. Approximately 100 billion



Why is buying second-hand clothes important for the clothing industry sustainability?

A) Saves money  
B) Reduces environmental footprint, supports circular economy, does not require new resources  
C) More fashionable than new clothes

ANSWER: B



ANSWER: C

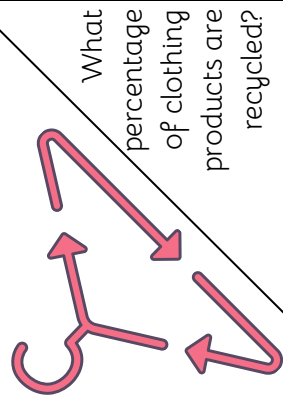
ANSWER: B

ANSWER: B



How much water is approximately needed to produce a single cotton t-shirt?

A. 500 liters  
B. 2,700 liters  
C. 10,000 liters



What percentage of clothing products are recycled?

A. More than 50%  
B. Less than 10%  
C. Less than 1%

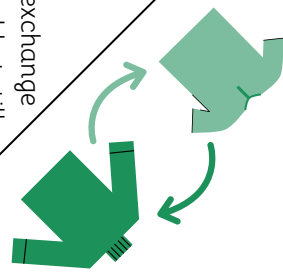
ANSWER: C

ANSWER: A

ANSWER: A

ANSWER: TRUE

True or False?  
Clothing SWAPs are events where participants exchange their unwanted but still usable clothing for items they will actually wear, promoting sustainable fashion and saving money.



What material is used in the production of most clothing items in the fashion industry?

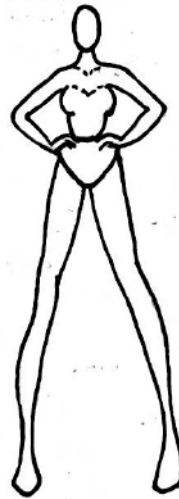
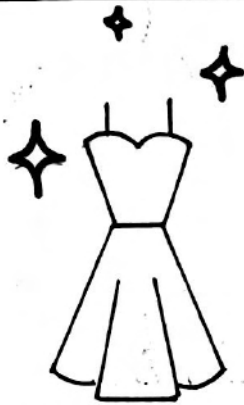
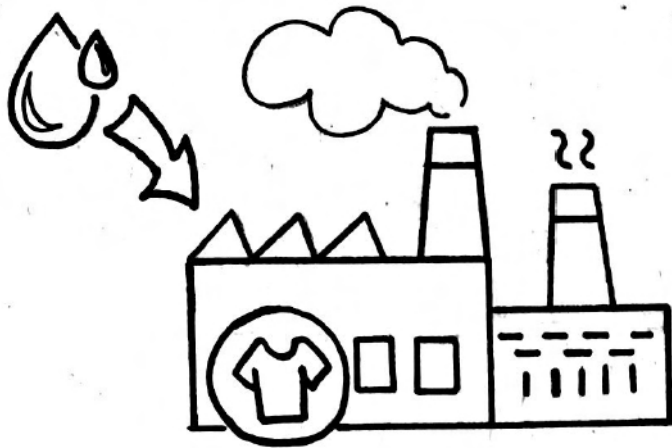
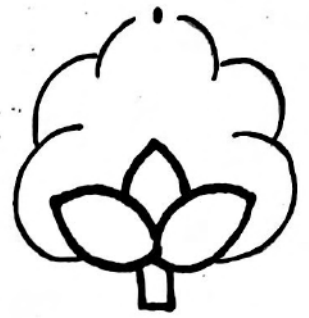
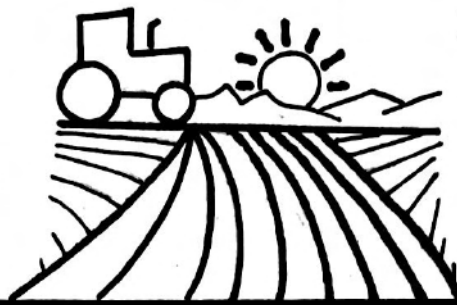
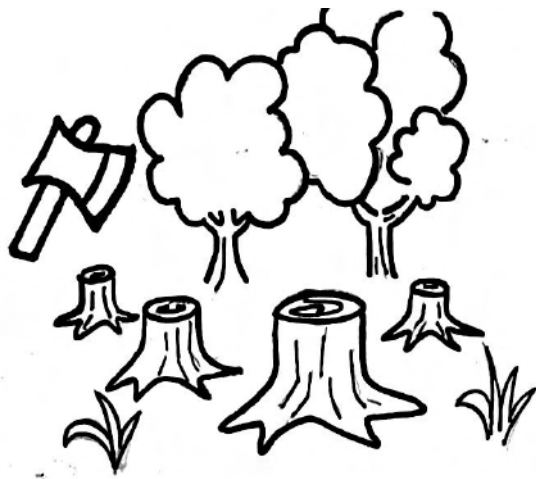
A. Synthetic  
B. Cotton  
C. Wool

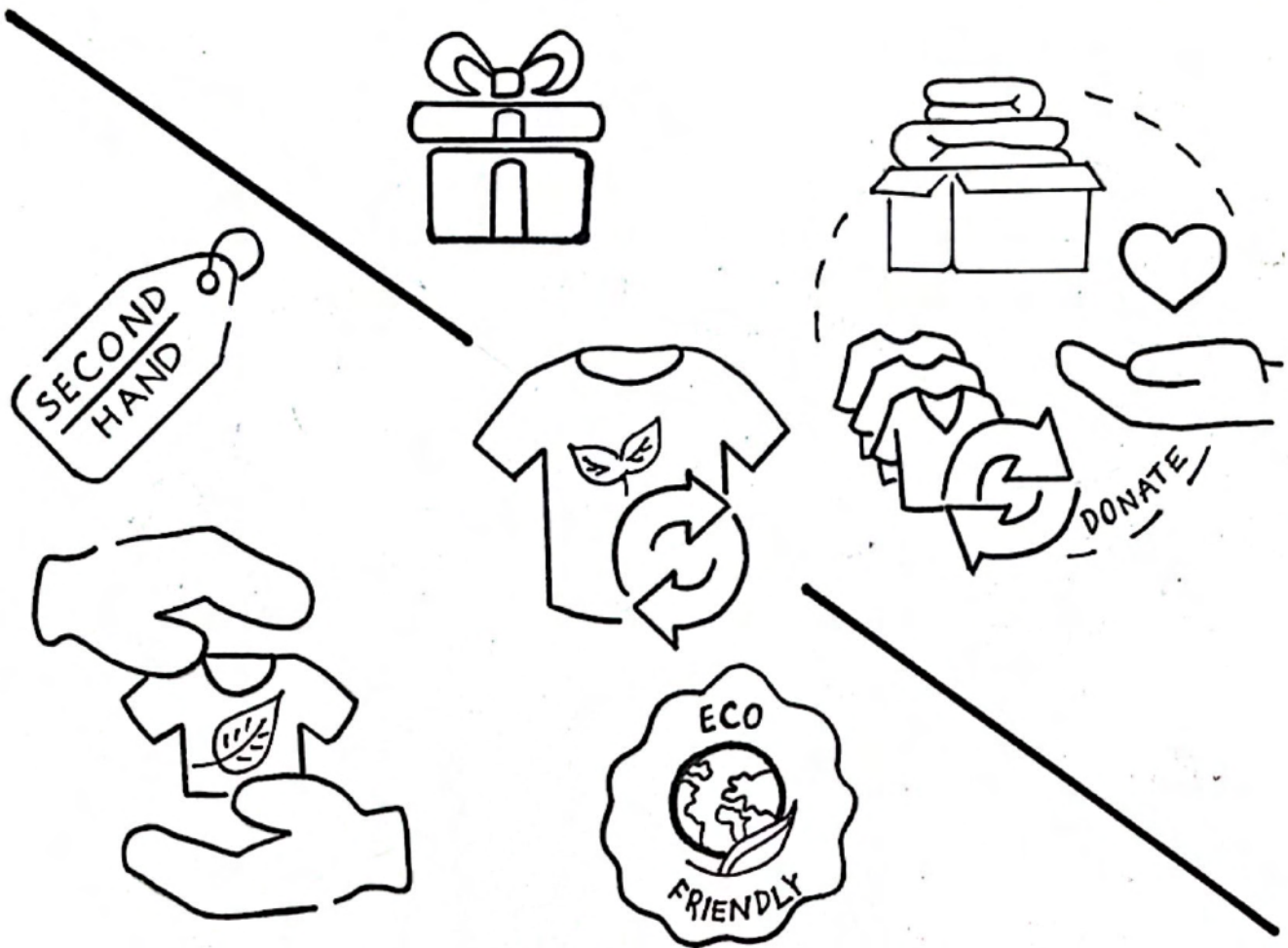


What percentage of the world's annual carbon dioxide emissions does the fashion industry account for?

A. 10%  
B. 14%  
C. 4%









# Dear Tomorrow: Voices for Sustainable Fashion

This tool can be used separately with learners having a basic understanding of the (fast) fashion industry, respectively as a follow-up activity after watching a documentary presenting the topic, e.g. “The True Cost” or a much lighter version “The Ugly Truth Of Fast Fashion” any other relevant documentary; you can find some e.g. [here](#). By following these steps and considerations, you can facilitate a meaningful and engaging activity that empowers young people to advocate for positive change in the fashion industry.

## Objective

The objective of this activity is to empower young people to express their concerns and desires regarding the environmental and social impact of the fast fashion industry. By writing letters to the CEOs of fast fashion companies and creating a visual display with their letters, art expressions on a paper globe model they create during the session, participants can advocate for a more sustainable and ethical fashion future in their own way.



## Context

The activity can take place e.g. within the framework of a sustainable fashion month at a school and/or as a stand-alone workshop in a youth center, as part of a training on related topics, or similar. It serves as a follow-up to watching documentaries on the fashion industry, such as "The True Cost," to deepen learners' understanding of the issues and inspire them to take action within their own local capabilities. Eventually, if the group of learners is aware of the happenings in the fashion industry, the documentary watching can be skipped and/or replaced by a short debate.

## Type

Creating the globe is a group work /5-7 people in each group/, letter writing is an individual activity, which is to be followed by hanging the globes and own letters and plenary discussion should follow. Maximum number of participants is 25 people in total.



## Instructions

Introduce the activity by discussing the concept of fast fashion and its impact on people and the planet.

Show an example of a paper globe (if not available physically, then online) and explain its significance as the symbol of the Earth and environmental awareness.

Provide materials for making the paper globes, such as the 14 pages globe maquette printed on hard paper, scissors, and paper glues.

Invite learners to think\*\*\* about letters they would write to the CEOs of fast fashion companies, expressing their thoughts, feelings, and hopes for a more sustainable fashion industry by e.g. 2050. This can be done in parallel with working on the paper globes building. (The activity of crafting personal letters to the future builds on the DearTomorrow methodology.)

*\*\*\*Here we suggest you add a short guided imagination for the participants to get into the mood. Imagining the future - what are we wearing, where our clothes come from, how does the Earth look like, the waters, the equity at the labor market. (Eventually you can let your participants watch Dr. Donella Meadows talk "[Down to Earth](#)" from 1994, helping the audience to reimagine the future.) E.g. ask the participants to sit comfortably and close their eyes. You can put on nice background music. Take a breath in and out. Imagine you are in the year 2100. What are people wearing... etc. Now you can open your eyes." and have at least 5 second breaks after each sentence. ... And from this space keep on encouraging participants looking into the offices of the current CEOs of the fashion industry lines, expressing what we saw or want to see in our future and what has to be done in order to get there. Thinking of letters, we could also encourage writing letters to the people who work in the fast fashion industry, and letters to their governments which are responsible for regulations in order to defend the rights of workers (this can be their own government or the government of the country where the exploiting corporation is founded).*

Encourage your learners to write their letters, once the globes are ready and attach their letters to the paper globes created by their group, using a tape or a pin.

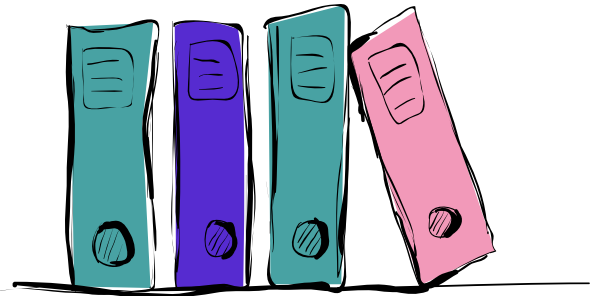
Hang the paper globes with attached letters in the hallways of the school, youth center, or on a tree outdoors to create an exhibition for the entire school, youth center, or other community to see. And do not forget to document it and share on social media with tagging DearTomorrow.

### Reflective questions could be

- What emotions did you experience during the imaginary journey? How did it feel in the future world?
- What emotions did you experience while writing your letter to the fast fashion CEO?
- How would this letter affect your attitude towards the fashion industry? Or your fashion habits?
- What other actions can individuals take to promote sustainability in fashion?
- How do you feel about displaying your group paper globes and individual letters for others to see?

### Needed Materials

14 pages globe maquette printed on hard paper (1 for each group of minimum 3 and maximum 5 participants), presentation of the step by step guide how to build the globe, scissors for everyone (up to 20 pieces for a group of 20), and paper glues (at least 2 per group), tape (1 per group) or pins (one for each participant to pin their letter to the paper globe), packing twine to hang the globes.



### *Below are links for*

“Paper Globe assembly instructions”

<https://drive.google.com/file/d/1auWAK427RkXAxK4Zyus5pIG7Ac-2V-Wo/view?usp=sharing>

“Paper Globe maquette”

[https://drive.google.com/file/d/1y1DdMRI3IIROfwMhNTQJeUYXumqFOBWa/view?usp=drive\\_link](https://drive.google.com/file/d/1y1DdMRI3IIROfwMhNTQJeUYXumqFOBWa/view?usp=drive_link)

### Timing



120 min. 15 min for the introduction to the topic, 55 min for creating the globes in groups. 25 min for individual work on a letter to CEOs. 10 min for hanging the globes with the attached letters. Group discussion and reflection (15 min).

### Adjustment tips

- Consider inviting guest speakers, such as local activists or sustainable fashion experts, to provide additional insights and inspiration.
- Encourage learners to research specific fast fashion companies and their sustainability practices before writing their letters to make their messages more informed and impactful.
- Provide opportunities for students to share their letters and paper globes with the wider community, such as through a newsletter, school/youth center assembly or social media campaign.
- Instead of creating the paper globes, the letters can be pinned on a notice board in the class, hallway, or hung on a rope, creating an exhibition out of them.
- Instead of making a globe, it's also possible to write letters and post them on social media as a flash mob.

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# Reflect and Inspire: Fashion Edition

The "Reflect and Inspire: Fashion Edition" activity encourages participants to engage in personal reflection and group sharing using inspirational quotes about sustainable fashion. After completing a prior activity related to sustainable fashion (e.g., wardrobe assessment, SWAP event, letter writing to fast fashion CEOs, treasure hunts or many more), participants choose a quote that resonates with them. They reflect on why it speaks to them and how it can inspire their fashion choices. They can then share their reflections with the group if they feel comfortable to do so.

## Objective

The objective of this activity is to foster deeper personal connections to the principles of sustainable fashion, enhance critical thinking, and encourage participants to articulate their values and intentions regarding fashion choices. The overall aim is to promote awareness and commitment to social and environmental sustainability among young learners.



## Context

This activity is designed as a follow-up to any sustainability-related fashion activity from the 4F – Fast Fashion? Fast Forward! project Toolbox and beyond. It leverages inspirational quotes to provoke thoughtful reflection and meaningful discussions. The goal is to reinforce the importance of sustainable fashion and help young participants internalize the concepts by relating them to their personal experiences and values.

## Type

Reflect and Inspire: Fashion Edition involves the whole group, first individually choosing the quote resonating with them, then individually reflecting on their chosen quote, and finally it concludes with a group sharing, respectful listening and open discussion. Maximum number of participants is 25 people in total.

## Instructions

1. Explain the purpose of the activity: to reflect on the importance of sustainable fashion and share insights with the group.

2. Provide an overview of the steps involved.

3. Distribute the 39 quote cards, e.g. placing them on the floor or a table.

4. Ask participants to read through the quotes and select one that resonates with them personally the most.

5. Provide participants with paper and pens.

6. Instruct them to think about or write a short reflection on why they chose the quote and how it can inspire their fashion choices and behaviors

7. Invite participants to share their chosen quote and reflections with the group.

8. Encourage respectful listening and open discussion.

*Quotes can be found on the last page of this tool*

### Reflective questions could be

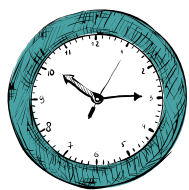
- Why did you choose this particular quote?
- How does this quote relate to your current fashion habits?
- What changes can you make in your fashion choices inspired by this quote?
- How can this quote influence your perspective on sustainable fashion in the future?
- What did you learn from hearing others' reflections?

### Needed Materials

39 quote cards printed on hard and recycled paper, A4 papers and pens for each participant and a quiet and comfortable space for reflection and discussion.



### Timing



40 min. 5 min for the introduction to the topic, 5 min for choosing a quote. 10 min for personal reflection, 20 min for group sharing.

### Adjustment tips

- For smaller groups, allocate more time for group sharing.
- For larger groups, consider breaking into smaller discussion groups to ensure everyone has a chance to share.
- Adapt the timing based on the group's engagement level and discussion flow.
- Use digital tools (e.g., online whiteboards or discussion forums) for virtual sessions.

The "Reflect and Inspire: Fashion Edition" activity engages young learners in personal and group reflection using thought-provoking quotes about sustainable fashion. It helps participants connect their personal values to their fashion choices, fostering a deeper commitment to social and environmental sustainability. Through personal reflection and group sharing, participants can articulate their thoughts, learn from others, and be inspired to make more sustainable fashion choices.

Fast fashion isn't free.  
Someone, somewhere, is  
paying.

– Lucy Siegle



Every time you spend money,  
you're casting a vote for the  
kind of world you want.

– Anna Lappe



Fast fashion is like fast food.  
After the sugar rush, it just  
leaves a bad taste in your  
mouth.

– Livia Firt



As consumers we have so much  
power to change the world by  
just being careful about what  
we buy.

– Emma Watson



And it's just not enough for me  
anymore that it's a beautiful  
item or a beautiful piece.

– Emma Watson



Call it 'eco-fashion' if you like,  
but I think it's just common  
sense.

– Livia Firth



Demand quality, not just in the  
products you buy, but in the life  
of the person who made it.

– Orsola de Castro



Buy less. Choose Well. Make it  
Last.

– Vivienne Westwood



Care for your clothes like the good friends they are.

– Joan Crawford



Ethical fashion is the recognition that there are human beings behind the clothes that we wear.

– Elizabeth Joy



Colonialism is not a thing of the past; it is a current economic reality.

– Céline Semaan



There is no beauty in the finest cloth if it makes hunger and unhappiness.

– Mahatma Gandhi



The most sustainable garment is the one already in your wardrobe.

– Orsola de Castro



What if we started by slowing down and not consuming so much stuff, just because it's there and cheap and available.

– Andrew Morgan



One day we'll wake up and green will not be the new black, it will be the new invisible.

– Summer Rayne Oakes



Clothes could have more meaning and longevity if we think less about owning the latest or cheapest thing and develop more of a relationship with the things we wear.

– Elizabeth L Cline



Become an active citizen  
through your wardrobe.

– Livia Firth



Becoming more mindful about  
clothing means looking at  
every fibre, at every seed and  
every dye and seeing how to  
make it better. We don't want  
sustainability to be our edge,  
we want it to be universal.

– Eileen Fisher



The clothes we wear say  
something about who we are. Let's  
make sure they're saying the right  
thing.

– Colin Firth



Clothing is a really excellent  
place to start thinking critically  
about our values.

– Elyse Holladay



I want to own/use things that  
are beautiful and well made,  
respect makers and materials.

– Clare Farrell



To truly transform the fashion  
industry into a good one, we  
need to change the way we  
purchase, not just what we are  
purchasing.

– Kate Hall



We are using too many resources  
to make fresh garments, buying  
and discarding too fast, things  
that just don't simply go away.

– Kriti Tula



My bank balance doesn't have  
to suffer for me to create a  
sustainable wardrobe. I just  
need to care for what I already  
own by mending and washing  
carefully.

– Jenna Flood



Fashions fade, style is eternal.

– Yves Saint Laurent



Ethical and sustainable fashion is not a product. It's a practice. Everyone is invited to participate. There's no obligation to buy. And you can get started right now. Today.

– Elizabeth L. Cline



If we're going to build a sustainable fashion movement, we need to invite as many people as possible along for the ride.

– Clare Press



Don't be into trends. Don't make fashion own you, but you decide what you are.

– Donatella Versace



Fashion is not something that exists in dresses only. Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening.

– Coco Chanel



Fashion needs to be worn.

– Christian Lacroix



I very much believe and stand for a system of dressing. Women...want a handful of flexible, interchangeable items that completely transform in attitude and function depending on what they're worn with.

– Donna Karan



I've always been drawn to the unconventional. I've featured plus-size models, transgendered models, and explored androgynous and alternative styles.

– Jean Paul Gaultier



Happiness is the secret to all beauty. There is no beauty without happiness.

— *Christian Dior*



I think that the most important thing is to be authentic and to be true to oneself.

— *Calvin Klein*



People will stare. Make it worth their while.

— *Harry Winston*



Style is the only thing you can't buy. It's not in a shopping bag, a label, or a price tag. It's something reflected from our soul to the outside world— an emotion.

— *Alber Elbaz*



Fashion is what you buy, style is what you do with it.

— *Nicky Hilton*



Sustainable fashion is not a trend, it's a responsibility.

— *Livia Firth*



Fashion is what you're offered four times a year by designers. And style is what you choose.

— *Lauren Hutton*

