Great Fashion Share

How reliable is published information about sustainable fashion?

AGE RANGE: 11-14 years

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

OVERVIEW

There is a strong focus on the transferable skill of evaluating the reliability of information gained from secondary sources. Pupils are challenged to explore a range of sources and make judgements on their reliability, including levels of trustworthiness and accuracy. Responsible consumption and production is addressed by introducing pupils to the concept of greenwashing and the influence this has on people's buying habits.

LEARNING OBJECTIVES

- Understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

WORKING SCIENTIFICALLY

Research using secondary sources

- Paying attention to objectivity and concern for accuracy, precision, repeatability and reproducibility
- Understand the importance of publishing results and peer review

RESOURCES (groups of 2-3)

- Laptop/device with internet access
- **Sample Evidence Table**

TO SUPPORT TEACHING

- 11-14 Great Fashion Share Video
- 11-14 Great Science Conclusion Creator
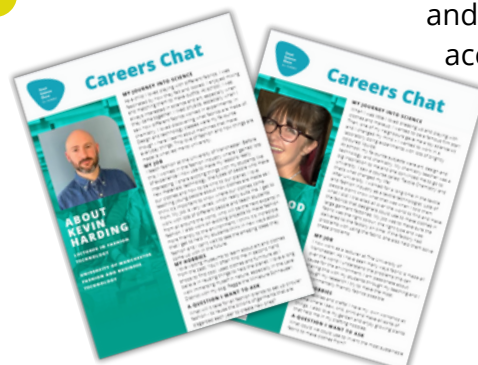- Great Science Reliability Checker

KEY WORDS

- greenwashing
- sustainability
- reliability
- fast fashion
- lobbying

Inspire your pupils by exploring careers in STEM using our **Careers Chat** resources. Download profile cards for Kevin and Jane and watch the accompanying videos.

Great Fashion Share 11-14 years

www.greatscienceshare.org @GreatSciShare #GSSfS2024

Careers Chat

ABOUT KEVIN HARDING

Careers Chat

Kevin's video

Jane's video

Questioning

1. Play the **11-14 Great Fashion Share Video** which addresses global issues such as clothing going to landfill and introduces the term '**greenwashing**'. Jane and Kevin introduce pupils to the key questions as initial discussion prompts with your class:
Do shops promote 'being sustainable' as part of their advertising?
Does this influence where you decide to shop?

Predicting

2. Elicit what the pupils know by asking them if they have heard of the term '**fast fashion**' and allow them time to discuss and share their thoughts in small groups.
Prompt further discussion by asking the question, '**What do you consider when you are buying your clothes?**'
They can order or rank the following: cost, brand, if it's promoted by an influencer, how available it is, whether they can buy it in person or on line

Gathering evidence

3. Explain the task - pupils will search for information on the internet to identify what information is available related to fashion and sustainability. Encourage the pupils to look for a range of different types of information from different sources.

Types of Information	Sources of Information
• Government Reports	• Government websites
• Papers or academic journal articles	• Industry
• Blogs	• Councils and membership organisations
• Magazine articles	• Campaigning groups or networks
• Social media posts	• Charities
• Vlogs	• The Press
• Videos	• Shops and retailers
	• Brand websites

Analyse and interpret

4. Sort and classify the information based on how reliable each source of information is. To support, use the **Great Science Reliability Checker**. Model the process and encourage pupils to record their evidence in the **Sample Evidence Table**.

Note: It will be important to remind pupils that they are not recording details of what is being reported in the sources. Their focus is on how reliable the source of information is.

NB: Whilst researching, your pupils may come across quality marks specific to the fashion and textiles industry. This provides an opportunity to discuss whether they enhance the reliability of the information.

5. Ask pupils to review their tables of evidence and identify which sources of information are most and least reliable. They may consider those that need further scrutiny.

Drawing conclusions

6. Draw conclusions, using the **11-14 Great Science Conclusion Creator** to support as necessary.

Remind pupils of the enquiry question:

How reliable is published information about sustainable fashion?

Evaluating

7. As a plenary to the task, engage the pupils in considering whether any of this activity may influence their own shopping habits.

Will they ask more questions in future to check how reliable the information they receive is before they spend their money?

Will they help family, friends and others to do the same?

If so, what's had the biggest impact on them?

Share outcomes in one of these ways:
- Write a blog or post a message to prompt people to find alternative solutions to limiting fashion waste?
- Produce your own research report or article about fast fashion
- Deliver an input in a school assembly
- Write a poem that draws attention to the issues

Use the Talk Prompts in the fashion-linked **Great Question Ponder** as part of science and oracy development.

What is better - long lasting, expensive clothes or affordable clothes with a shorter lifespan?

EXTEND THE LEARNING!

Has the Great Fashion Share ignited an interest in your pupils? Follow up activities are available through **Energising Futures' Fashion Fixers** challenge.
The free resources enable pupils to explore the impacts the fashion industry has on our world and showcases science and technological innovations for a more sustainable fashion future.

Take me to the resources

www.greatscienceshare.org

Sample Evidence Table

Evidence type	Source of evidence	Notes on reliability
Campaigning group or network		
Retailer/fashion brand		
Government or academic report		
Other...		