

# Scenario: What is the true cost of your clothes?

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## Introduction

### Title

What is the true cost of your clothes?

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## Summary of the scenario

Students explore the ethical, environmental, and economic issues associated with the fast fashion industry. Through the Design Thinking process, they develop empathy for individuals and communities affected by clothing production and consumption, identify key challenges related to textile waste and sustainability, and investigate possible solutions through data analysis and critical evaluation.

Throughout the project, students analyse real-world data, evaluate the reliability of scientific investigations, and examine the impact of consumer choices on people and the environment. They apply their learning creatively by producing bookmark collages from recycled textile materials and by upcycling old clothing into new products, promoting sustainable practices and responsible consumption.

The project culminates in individual presentations, where students communicate their learning through a poster, Canva website, or short video, raising awareness of the true cost of clothing and encouraging more sustainable choices within their school community.

## Age of the students

The scenario has been designed to be implemented with grade 8 students (age 13).

# ‘Data Science Content in STEAM for Civic Engagement and Social Justice from the Early Years’

Students engage in exploring, visualising, and interpreting data related to the fast fashion industry and its environmental impact. In Mathematics, they use CODAP to analyse and interpret datasets, developing statistical reasoning skills and the ability to draw evidence-based conclusions.

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In Science, students critically evaluate real-world research data related to the environmental impact of school uniforms. They examine concepts such as reliability, validity, sample size, representativeness, and potential sources of bias, developing a deeper understanding of how scientific evidence is generated and interpreted.

In Computer Science, students use digital tools to communicate their findings and learning through a poster, Canva website, or short video presentation. Through these activities, students develop data literacy, critical thinking, and digital communication skills while exploring issues of sustainability, responsible consumption, and social responsibility.

## Real-life questions

The real life questions that students will be asked to answer are classified:

General question: What is the true cost of our clothes, and what can we do about it?

- **Empathize:** ☐ What do we know about the fast fashion industry and its impact on people and the environment?
- **Empathize:** How do garment workers experience the conditions behind the clothes we wear?
- **Define:** What are the key problems caused by fast fashion in our school, community, and globally?
- **Define:** What evidence do we have about the environmental impact of clothing consumption and school uniforms, and how reliable is this evidence?
- **Ideate:** What actions or products can we create to reduce the negative impact of clothing consumption?
- **Ideate:** How can we inspire others to think differently about buying, using, and disposing of clothes?
- **Prototype:** What products, designs, or creative solutions can we develop from existing materials to promote sustainable fashion and reduce textile waste?
- **Test:** How can we share our ideas and creations to educate others and inspire change in our school community?

## Objectives and aims of the scenario

The objectives of this scenario follow the design thinking process to guide students in exploring the fast fashion issue from multiple perspectives.

- In the **Empathize** phase, students aim to develop awareness and emotional understanding of the ethical, environmental, and social challenges within the fashion industry, particularly its impact on garment workers and waste accumulation.

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- In the **Define** phase, they identify and articulate the key problems related to clothing consumption, production, and disposal, both globally and within their school community.
- During the **Ideate** phase, students creatively brainstorm realistic and innovative solutions to reduce clothing waste and promote more ethical fashion choices.
- In the **Prototype** phase, students transform their ideas into tangible products and creative outcomes, including bookmark collages created from recycled textiles, upcycled clothing items, and presentation materials that communicate their learning and proposed solutions.
- Finally, in the **Test** phase, students present and communicate their work to a wider audience, reflecting on the effectiveness of their ideas, raising awareness about sustainable consumption, and considering how their actions contribute to civic engagement and social responsibility.

## 21st Century skills

The scenario aims to develop these 21 century global competencies

- **Critical Thinking:** Analyzing ethical implications and environmental data
- **Creativity:** Designing posters, bookmark collages, upcycled products, websites, and digital presentations
- **Collaboration:** Working in groups across disciplines
- **Communication:** Sharing findings through multimedia and public presentations
- **Digital Literacy:** Using digital tools such as CODAP and Canva to analyse data, create content, and communicate information effectively.

## Teaching approaches and learning strategies/theories

The teaching methodology used in this scenario is rooted in the Design Thinking process, a human-centred framework for creative problem-solving. This approach involves five iterative stages: Empathize, Define, Ideate, Prototype, and Test. Students begin by empathising with individuals affected by the fast fashion industry, such as garment workers and communities impacted by environmental degradation, through stories, data, and classroom discussion. They then define the key issues associated with clothing production, consumption, waste, and sustainability. During the ideation phase, students collaboratively generate ideas ranging from sustainable consumption practices to creative approaches for reusing and repurposing clothing. In the prototype phase, they transform their ideas into tangible outcomes, including bookmark collages created from recycled textiles, upcycled clothing products, and presentation materials that communicate their learning. Finally, in the testing phase, students present their work to a wider audience, reflect on the effectiveness of their ideas, and consider how their learning can contribute to more sustainable and responsible consumer choices.

Alongside design thinking, the scenario also incorporates several complementary approaches. **Project-based learning** provides a real-world context in which students investigate complex problems and create practical solutions. **Inquiry-based learning**,

particularly in Science and Mathematics, develops students' capacity to ask questions, analyze data, and draw evidence-based conclusions. **Cooperative learning** is promoted through group tasks that foster collaboration, communication, and shared responsibility. The scenario also draws on **interdisciplinary learning**, where students integrate knowledge and skills across multiple subjects, and **social justice pedagogy**, which emphasizes empathy, ethical reflection, and active citizenship.

## National curriculum

This scenario aligns with key aims of the British National Curriculum, particularly in fostering students' understanding of real-world global challenges, cross-curricular connections, and skills for modern citizenship:

- **Science:** Develops scientific enquiry skills, environmental awareness, and critical thinking (Working Scientifically strand).
- **Mathematics:** Applies statistical analysis, interpretation of data, and graphing techniques in real-world contexts.
- **PSHCE:** Promotes the exploration of personal values, ethical consumption, and responsible citizenship (linked to SMSC and Citizenship Education).
- **Computing:** Develops digital communication and presentation skills through the creation of posters, websites, and multimedia presentations using digital tools.
- **Art & Design / Design & Technology:** Provides opportunities to create purposeful and expressive works, applying design processes and using a variety of materials and media to communicate ideas related to sustainability and responsible consumption.

## Educational Scenario plan

### Lesson plans

| Name of the activity                                                         | Procedures                                                                                                                                                                                                  | Time/Annex                                        |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Lesson 1: Motivation to the Project – What is the True Cost of Your Clothes? |                                                                                                                                                                                                             |                                                   |
| STEAM subject<br>PSHCE                                                       | <ul style="list-style-type: none"> <li>• Reading the learning motivation: <i>"What is the true cost of your clothes?"</i></li> <li>• Starter discussion: Exploring students' clothing habits and</li> </ul> | <b>Time</b><br><br>50 minutes<br><br><b>Annex</b> |

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                              |
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|                                                                          | <p>perceptions (e.g., “I have nothing to wear” scenario)</p> <ul style="list-style-type: none"><li>Initial assessment: Students respond to an online questionnaire about their fashion habits and prior knowledge</li><li>Introduction to the concept of <b>social justice</b> in the context of fast fashion</li><li>Viewing <i>The True Cost</i> trailer</li></ul>             | <a href="#">Online Form – Fast Fashion Habits Survey</a>                                                                                                                                                                                                                                                                                     |
| Expected outcomes                                                        | <ul style="list-style-type: none"><li>Responses to the fast fashion habits questionnaire (initial assessment)</li><li>Class discussion and personal reflections on social justice</li><li>Responses to the scenario activity</li></ul>                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                              |
| Lesson 2: Empathize – The Human and Environmental Impact of Fast Fashion |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                              |
| STEAM subject<br><br>PSHCE                                               | <ul style="list-style-type: none"><li>Reading real-life stories of garment workers (e.g., Ayesha Begum in Bangladesh)</li><li>Understanding ethical issues in the fast fashion supply chain</li><li>Discussing the economic and environmental impact of fast fashion globally</li><li>Think-Pair-Share reflection: “<i>What would you say to the garment workers?</i>”</li></ul> | <p><b>Time</b><br/>50 minutes</p> <p><b>Annex</b></p> <p>Articles from magazines/newspapers</p> <p><b>The life cycle of a t-shirt</b><br/><a href="https://youtu.be/BiSYoeqb_VY">https://youtu.be/BiSYoeqb_VY</a></p> <p><b>What happens to our clothes?</b><br/><a href="https://youtu.be/MHnDqelUh-4">https://youtu.be/MHnDqelUh-4</a></p> |
| Expected Outcomes                                                        | <ul style="list-style-type: none"><li>Discussions on the social, environmental, and economic consequences of fast fashion</li><li>Empathetic reflections and discussion takeaways</li></ul>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                              |
| Lesson 3: Introduction to CODAP – Basic Data Moves                       |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                              |

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| <b>STEAM subject</b><br><b>Mathematics</b> | <p><b>Activity 1: Exploring the CODAP Environment (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce CODAP and its interface (tables, graphs, and tools).</li> <li>• Show how to navigate cases and attributes.</li> <li>• Relate attributes to prior PSHCE discussions</li> <li>• Ask students to describe what they see in the dataset.</li> </ul> <p><b>Activity 2: First Data Move – Filtering (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to filter data by isolating a single attribute.</li> <li>• Guide students in observing the distribution of the chosen attribute</li> <li>• Facilitate a discussion on key characteristics (e.g., shape, center, variability, outliers).</li> <li>• Encourage students to share initial observations and patterns they notice.</li> </ul> <p><b>Activity 3: Second Data Move – Grouping (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show how to group data by another attribute to compare subgroups .</li> <li>• Ask students to analyze similarities and differences between the subgroups.</li> <li>• Discuss real-world implications of the patterns they see.</li> <li>• Encourage students to pose questions based on their findings.</li> </ul> | <b>Time</b><br><br>50 minutes |
| <b>Learning outcomes</b>                   | By the end of the lesson, students will be able to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |

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|                                                                                   | <ul style="list-style-type: none"><li>• navigate the CODAP environment</li><li>• understand how to read and interpret datasets</li><li>• connect attributes to real-world discussions from PSHCE</li><li>• develop skills in filtering data to explore distributions and grouping data to compare subgroups</li><li>• Through hands-on investigation and discussion, students will enhance their ability to identify patterns, make data-driven observations.</li></ul>                                                                                                                  |                                               |
| Lessons 4 and 5 – Calculation and interpretation of statistical measures          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                               |
| STEAM subject<br>Mathematics                                                      | <b>Third Data Move – Summarizing</b> <ul style="list-style-type: none"><li>• Teach students how to calculate measures of location (mean, median, mode) and spread (range, IQR, standard deviation).</li><li>• Guide them in interpreting these measures within their dataset.</li><li>• Compare summary statistics across different subgroups.</li><li>• Wrap up with reflections: What did they learn? How does CODAP help in data exploration?</li></ul>                                                                                                                               | Time<br><br>100 minutes                       |
| Learning outcomes                                                                 | By the end of this lesson, students will be able <ul style="list-style-type: none"><li>• to calculate key measures of location (mean, median, mode) and spread (range, interquartile range) to summarize a dataset</li><li>• develop the ability to interpret these statistics in context, recognizing patterns and differences within their data</li><li>• compare summary statistics across different subgroups to draw meaningful insights</li><li>• through reflection, they will articulate their learning and evaluate how CODAP supports data exploration and analysis.</li></ul> |                                               |
| Lesson 6: Evaluating Research Data on the Environmental Impact of School Uniforms |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                               |
| STEAM subject<br>Science                                                          | <b>Procedures</b> <ul style="list-style-type: none"><li>• Presentation of the questionnaire</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Time</b><br>50 minutes<br><br><b>Annex</b> |

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                         |
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|                                                                             | <p>designed to investigate the environmental impact of the school uniform.</p> <ul style="list-style-type: none"><li>• Evaluation of the questionnaire in terms of precision, reliability, and validity, using scientific concepts such as independent, dependent, and controlled variables.</li><li>• Discussion of the sample size and its representativeness.</li><li>• Critical examination of the assumptions underlying the research and their potential influence on the conclusions drawn.</li><li>• Group discussion and responses to a series of questions regarding the research process and possible ways to reduce the environmental impact of school uniforms.</li></ul> | <ul style="list-style-type: none"><li>• School Uniform Environmental Impact Questionnaire</li><li>• Summary of survey results</li></ul> |
| <b>Learning outcomes</b>                                                    | <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"><li>• Apply key principles of the scientific method to evaluate a research investigation.</li><li>• Assess the reliability, validity, and representativeness of research data.</li><li>• Identify potential sources of bias and limitations within a study.</li><li>• Critically evaluate conclusions drawn from scientific data.</li><li>• Develop evidence-based recommendations related to sustainability and environmental responsibility.</li></ul>                                                                                                                                  |                                                                                                                                         |
| <b>Lesson 7: Sustainable Art – Bookmark Collages from Recycled Textiles</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                         |
| <b>STEAM subject</b><br>Art                                                 | <p><b>Procedures</b></p> <ul style="list-style-type: none"><li>• Introduction to the concepts of</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Time:</b><br/>50 minutes</p> <p><b>Annex</b></p>                                                                                  |

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|                                                                        | <p>sustainability, recycling, and creative reuse within art and design.</p> <ul style="list-style-type: none"><li>• Discussion of the environmental impact of textile waste and the importance of responsible consumption.</li><li>• Exploration of design elements such as colour, texture, pattern, and composition through examples of textile-based artwork.</li><li>• Students bring unused clothing and recycled fabric materials from home.</li><li>• Creation of bookmark collages using recycled textiles and other reclaimed materials.</li><li>• Reflection on how discarded materials can be transformed into meaningful and useful products.</li><li>• Sharing and discussion of completed work.</li></ul> | <ul style="list-style-type: none"><li>• Recycled fabric materials and unused clothing</li><li>• Bookmark templates</li><li>• Art and design materials (scissors, glue, rulers, etc.)</li></ul> |
| Learning outcomes                                                      | <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"><li>• Understand the importance of sustainability and creative reuse in art and everyday life.</li><li>• Apply design principles such as colour, texture, pattern, and composition in a creative project.</li><li>• Transform recycled materials into a functional and aesthetically pleasing product.</li><li>• Demonstrate creativity and environmental awareness through artistic expression.</li><li>• Reflect on the relationship between consumer choices, waste reduction, and sustainability.</li></ul>                                                                                                            |                                                                                                                                                                                                |
| Lesson 8: Investigating the Environmental Footprint of School Uniforms |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |
| STEAM subject                                                          | <ul style="list-style-type: none"><li>• Introduction to the <b>scientific</b></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 50'                                                                                                                                                                                            |

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| Science                  | <p><b>method</b> in the context of sustainability</p> <ul style="list-style-type: none"> <li>Objective: Investigate the contribution of the school uniform to Cyprus’ landfill waste</li> <li>Students will formulate hypotheses:</li> <li><b>H1:</b> The ES uniform contributes significantly to landfill waste</li> <li><b>H2:</b> The ES uniform does not contribute significantly</li> <li>Plan and design a method for data collection (mass of items purchased, disposed of, and donated per student)</li> <li>Use assumptions (e.g., logo prevents reuse) to guide variables and fairness in method</li> <li>Begin personal data collection for uniform items in terms of <b>mass (kg)</b></li> <li>Reflect on individual and community contributions to textile waste</li> </ul> |                   |
| Learning outcomes        | <ul style="list-style-type: none"> <li>Individual data tables with uniform purchase/disposal/donation figures</li> <li>Drafted investigation plans using scientific method</li> <li>Defined variables (independent, dependent, controlled)</li> <li>Hypothesis selection with justification</li> <li>Reflections on personal footprint and community impact</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |
| Lesson 9:                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |
| STEAM subject<br>English | <ul style="list-style-type: none"> <li><b>Introduction:</b> Brief recap of narrative and descriptive writing techniques (interactive class discussion)</li> <li>Reflect on the <b>social and personal impact of fast fashion</b> based on what students have learned in PSHCE and Science</li> <li><b>Main Activity:</b></li> <li>In groups, students <b>brainstorm possible narrative titles</b> related to the fast fashion theme</li> <li>Individually <b>plan their narrative or descriptive piece</b> using <b>Freytag’s pyramid</b> (exposition, rising action,</li> </ul>                                                                                                                                                                                                         | Planning template |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
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|                             | <ul style="list-style-type: none"><li>climax, falling action, resolution)</li><li>• Apply descriptive devices like <b>sensory language, figurative speech, tone and mood</b></li><li>• <b>Plenary:</b> Students write the <b>opening paragraph</b> of their narrative and <b>receive peer feedback</b></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Learning outcomes</b>    | <ul style="list-style-type: none"><li>• Group brainstorming lists of possible titles</li><li>• Individual narrative/descriptive writing plans using Freytag’s method</li><li>• Drafted openings with peer-reviewed feedback</li><li>• Reflection on how writing can be used to raise awareness and inspire empathy</li><li>• Best stories to be published on the website</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Lesson 10:</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>STEAM subject</b><br>Art | <ul style="list-style-type: none"><li>• <b>Introduction (10 min):</b> Class discussion about what we do with unused clothes and better alternatives</li><li>• Questions: <i>“What can we do instead of throwing clothes away?”</i></li><li>• <b>Group Task (15 min):</b> In teams of 3, students choose one realistic action to reduce clothing waste (e.g., repair, donate, swap, upcycle, buy second-hand)</li><li>• <b>Research &amp; Discussion:</b> Students explore how their action helps the environment and how they can apply it in real life</li><li>• <b>Design Activity (15 min):</b> Students use <b>Canva</b> to create an <b>Instagram post</b> promoting their action</li><li>• Include: short, catchy message + image + hashtag (e.g., #NoMoreWaste, #WearItAgain)</li><li>• <b>Plenary (10 min):</b> Students present their posts, reflect on the easiest actions to take, and how to implement these ideas</li></ul> |  |

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| Learning outcomes                            | <ul style="list-style-type: none"><li>Instagram-style awareness post created on Canva</li><li>Group presentations and reflection on reducing clothing waste</li><li>Selected posts added to the class project website</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         |
| Lesson 11: Fast Fashion – Final Presentation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         |
| STEAM subject<br>Computer Science            | <b>Procedures</b> <ul style="list-style-type: none"><li>Brief recap of the key concepts and findings developed throughout the Fast Fashion project.</li><li>Presentation of the available options for the final individual presentation:<ul style="list-style-type: none"><li>A3 Poster</li><li>1-minute Video</li></ul></li><li>Explanation of the task requirements and assessment criteria.</li><li>Students select the presentation format that best communicates their learning.</li><li>Independent work on the final presentation, drawing on the research, findings, and materials developed throughout the project.</li><li>Teacher support and formative feedback during the work session.</li><li>Sharing of progress and reminder of the submission process and deadline.</li></ul> | Time<br><br>100 minutes |
| Learning outcomes                            | By the end of the lesson, students will be able to: <ul style="list-style-type: none"><li>Understand the requirements and assessment criteria of the final presentation task.</li><li>Select an appropriate presentation format to communicate their learning effectively.</li><li>Use digital tools to create, organise, and present information.</li><li>Communicate their findings, ideas, and conclusions related to fast fashion clearly and effectively.</li></ul>                                                                                                                                                                                                                                                                                                                        |                         |

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|                            | <ul style="list-style-type: none"><li>• Demonstrate individual responsibility for completing and submitting their own work.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |
| Lesson 12: Self-evaluation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                               |
| STEAM subject<br>PSHCE     | <p><b>Procedures</b></p> <ul style="list-style-type: none"><li>• Students complete a self-evaluation form reflecting on their learning throughout the project.</li><li>• Students reflect on:<ul style="list-style-type: none"><li>◦ What surprised them most about fast fashion.</li><li>◦ The skills they developed throughout the project (e.g., design thinking, data analysis, creativity, digital communication).</li><li>◦ Actions they may take in their own lives to promote more sustainable consumption.</li><li>◦ Their individual contribution to group activities and project outcomes.</li></ul></li><li>• Whole-class discussion on the impact of the project and students' experiences of sharing their work with others.</li><li>• Collection of peer and teacher feedback on collaboration, participation, creativity, and engagement (where appropriate).</li></ul> | <p><b>Time</b><br/>50 minutes</p> <p><b>Annex</b><br/><br/>Project's Self-evaluation form</p> |
| Learning outcomes          | <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"><li>• Reflect critically on their learning throughout the project.</li><li>• Identify knowledge, skills, and attitudes developed through participation in the project.</li><li>• Evaluate their individual contribution and participation in collaborative activities.</li><li>• Consider how their learning may influence future</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                               |

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|  | <p>decisions and behaviours related to sustainable consumption.</p> <ul style="list-style-type: none"> <li>• Provide and receive constructive feedback.</li> </ul> |
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## Timing

- STEAM PSHCE: 2 teaching periods
- STEAM Mathematics: 3 teaching periods
- STEAM Science: 1 teaching period
- STEAM Art & Design: 1 teaching period
- STEAM Design & Technology: 2 teaching periods
- STEAM Computer Science: 2 teaching periods
- STEAM PSHCE (Self-Evaluation and Reflection): 1 teaching period

**Total implementation time:** 12 teaching periods.

## Teaching resources (materials & technological tools)

The materials have been linked as annexes in the sessions that are needed

### Online tools

- CODAP: <https://codap.concord.org/app/static/dg/es/cert/index.html>
- YouTube videos
- [www.canva.com](https://www.canva.com)

## Evaluation

### Initial assessment

The initial assessment takes place during Lesson 1: *Motivation to the Project – What is the True Cost of Your Clothes?* Through class discussion and the completion of the *Fast Fashion Habits Survey*, students' prior knowledge, attitudes, and habits related to clothing consumption and fast fashion are explored.

Students are encouraged to reflect on and discuss questions such as:

- What do you know about the fast fashion industry?
- How often do you buy new clothes?

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- What happens to clothes when we no longer wear them?
- What social and environmental impacts might be associated with the production of clothing?

The responses collected through the discussion and questionnaire provide a baseline for assessing students' understanding at the beginning of the project.

## Formative assessments

Formative assessment was conducted continuously throughout the project through classroom discussions, practical activities, student reflections, and the learning products created in each subject area.

Evidence of learning included:

- Responses to the Fast Fashion Habits Survey.
- Participation in discussions and reflection activities during PSHCE lessons.
- Data analysis activities using CODAP.
- Statistical calculations and interpretation of data in Mathematics.
- Critical evaluation of research data and questionnaire findings in Science.
- Bookmark collages created from recycled textile materials in Art.
- Upcycled products developed in Design and Technology.
- Final presentations in the form of an A3 poster, Canva website, or short video in Computer Science.
- Self-evaluation forms completed at the end of the project.

Assessment was supported through teacher observation, student participation, peer discussion, self-reflection activities, and the quality of the products created throughout the project.

## Final evaluation

The final evaluation was conducted through a student self-evaluation form, enabling learners to reflect on their learning, participation, and contributions throughout the project. Students were encouraged to evaluate their understanding of the Fast Fashion issue, their engagement with the different stages of the Design Thinking process, their subject-specific learning, and their role in collaborative activities. The self-evaluation also provided opportunities for students to consider the knowledge, skills, and attitudes they developed during the project.

## Student feedback

Student feedback was collected through the self-evaluation process. Learners reflected on what they had learned about the social, environmental, and economic impacts of fast fashion, how they approached the project, and the skills they developed, including critical thinking, creativity, data analysis, collaboration, and digital communication. Students also

reflected on how the project influenced their awareness of sustainable consumption and considered how their learning might inform future choices and behaviours.

## Teacher feedback

### Learning scenario

Teachers evaluated the implementation of the scenario, reflecting on its strengths, challenges, and overall effectiveness. Particular attention was given to student engagement, the integration of different subject areas, the effectiveness of the Design Thinking approach, and the suitability of the activities and resources used. Teachers noted that the interdisciplinary nature of the project enabled students to explore the issue of fast fashion from multiple perspectives while developing both subject-specific knowledge and transferable skills.

### Students' dispositions

Throughout the project, students demonstrated the development of important dispositions, including curiosity, creativity, empathy, critical thinking, environmental awareness, and social responsibility. Students engaged thoughtfully with issues related to fast fashion, explored the consequences of consumer choices, analysed data, evaluated evidence, and proposed practical solutions. They also demonstrated increasing confidence in communicating ideas, collaborating with peers, and reflecting on their own learning.

### Revision of the scenario

Feedback gathered from students and teachers highlighted several strengths of the project, including its real-world relevance, interdisciplinary approach, and opportunities for active participation. Future implementations could further enhance the project by allowing additional time for the development of final products, expanding opportunities for community engagement, and strengthening links between the different subject areas. Continuous review of resources, activities, and assessment methods will support the ongoing improvement of the learning experience.