

Waste Not Clothes Swap

Overall aims:

- Explore the concept of a circular economy
- Explore the concept of a linear economy
- Explore the principles of a circular economy, 1) designing out pollution 2) keep materials in use
- Develop understanding of systems that support a circular economy
- Make predictions
- Enhance fine motor confidence
- Promote entrepreneurship
- identify opportunities to repurpose materials

2 Vocabulary - keywords

Repurpose, reclaim, restore, design, economy,

3 Sustainable abilities developed

- Systems thinking
- Anticipatory competency
- Normative competency:
- Strategic competency:
- Collaboration
- Critical thinking
- Self-awareness

4 Pillars of sustainability included

- Economic
- Ecological
- Social

5 STEAM domains

Science, Technology, Arts, Engineering, Math

6 Teaching methodologies/activity outline

Designate a documentarian.



	<p>Ask the children about the clothes that they are wearing. What are they made of? Plants? Oils? Animals? Where did the plants grow? Where did the oils come from? Where did the animals come from? Who farmed the plants? Who mined the oils? Who farmed the animals? How did the material become fabric? Who sewed the fabric into clothes? How were they treated? What happens to the clothes when we are finished with them? Using stories/roleplay/puppets, the teacher explains the basics of the worldwide clothing industry and how it has changed and become one of the world's lead causes of environmental degradation.</p> <p>Ask the children, how can we minimise waste and pollution when it comes to our clothes? The teacher explains that they will be planning a clothes swap in the setting. The educator uses the NASA best engineering model as a framework for the project ASK - children identify the problem, requirements that must be met, and constraints that must be considered.</p> <p>IMAGINE - children brainstorm solutions and research ideas. They also identify what others have done.</p> <p>PLAN -children choose two to three of the best ideas from their brainstormed list and sketch possible designs, ultimately choosing a single design to prototype.</p> <p>CREATE - children build a working model, or prototype, that aligns with design requirements and that is within design constraints.</p> <p>TEST - children evaluate the solution through testing; they collect and analyse data; they summarize strengths and weaknesses of their design that were revealed during testing.</p> <p>IMPROVE- Based on the results of their tests, children make improvements on their design. They also identify changes they will make and justify their revisions.</p> <p>The swaps are best carried out at Samhain (November 1st) the mid point between Autumnal equinox and Winter Solstice, Imbolc (February 2nd), the mid point between Winter solstice and spring equinoxe and Bealtaine, (May 2nd) the midpoint between spring equinoxe and Summer solstice.</p>
7	<h2>Expected learning outcomes</h2> <p>The child will be able to:</p> <ul style="list-style-type: none"> • plan and carry out the Clothes Swaps • explain how the clothing industry can become sustainable • Explain how a clothes swap designs out waste and pollution • Explain how a clothes swap keeps materials in use
8	<h2>Assessment</h2> <p>Search for “teachable moments” throughout everyday routines and activities to explore the connection between the circular economy and what we wear everyday.</p>



9	Equipment and materials to be used in learning unit (tools, ingredients etc) camera, tables, notebooks, reusable bags, shelves, hangers (refreshments made by children optional)
10	Kind of setting - lab, kitchen, outdoor etc. Indoors or outdoors,
11	References - source: https://insteadinq.com/blog/childrens-clothing-exchange/

