

## Lesson objective

Students will explore the effects of the production and consumption of goods on places and environments throughout the world through a classroom debate.

### Students will have the opportunity to:

- further explore the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the wastes at the end of its life
- gather relevant data from a range of primary and secondary sources
- test conclusions by considering alternative points of view about an area of inquiry
- present an oral response, supported by visual aids including maps and graphs, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions.

## Lesson focus

The focus of this lesson is to encourage students to demonstrate an understanding of the multiple viewpoints and challenges associated with fast fashion by synthesising information from various sources, drawing conclusions, taking into account alternative points of view and presenting their findings, arguments and explanations in the form of a classroom debate.

## Setting the context

Given the issues explored during the previous lessons in this learning sequence, this lesson (or series of lessons) is designed to give students the opportunity to dig deeper into the issues relating to fast fashion, and focus on prospective solutions within the context of industry versus consumer responsibility.

Encourage students to reflect on what they have learned about raw materials, such as wool, as they develop their cases for sustainable fashion choices.

Students can draw on previously used resources, as well as others identified in this package. Additional research will be required to present reasonable, coherent and well-examined arguments relating their side of the topic.

## Introduction

Play the video [Fashion-scapes: Forever Tasmania](#).

Draw students' attention to the conversation between the interviewer (Livia Firth) and wool expert Dr Beverley Henry) towards the end of the view (11:12) about the fashion industry.

*"If you have fewer garments that last longer and are of a higher quality you do more for the sustainability of the whole fashion industry than buying new garments every season."* Dr Beverley Henry

Explain to the students they will be participating in a debate about the fashion industry. It may focus on one of the following topics, or it may be negotiated:

Potential debate topics:

*"Sustainable fashion is the responsibility of the fashion industry – not the responsibility of the consumer."*

*"Consumers influence the environmental impact of the fashion industry, one purchase at a time"*

Alternatively, you may negotiate with students to establish a topic or topics of significance suitable to debate. Begin with the questions already posed by students, in the 'minute paper' from the previous learning experience in which they focused on one question or concern that remained in their minds about making sustainable fashion choices.

Return also to the questions posed on their *5-3-1 Fast Fashion* worksheet during Lesson 1; these questions may form the basis of an interesting topic, but may need to be remodeled or rewritten to reflect new understandings about the complex issues surrounding the fashion industry.

Debate topics may be written as a statement or a question, either of which will require students to demonstrate a sound understanding of the issues of fast fashion including those relating to sustainability. They will be open-ended and provide scope for argument and meaningful examination of the geographic issues associated with the production, consumption and disposal of fashion.

As a class, it will be possible to agree on more than one debating topic. Class size will determine the number of debating teams and therefore the scope for a number of topics.

## Body of lesson

1. After determining the debate topic/s, establish teams of three and negotiate the topics teams will address. When students are in teams, assist teams to determine the structure of their speakers. Introduce students to debating protocols and the structure of the speakers for the affirmative and the negative. Resources are available from the [Debaters Association of Victoria website](#).
2. Emphasise that while individual research and information gathering will occur, teams will have to work together to structure and organise their arguments, share resources, help develop props and support material for use during the debate, as well as plan for and prepare their rebuttals.

3. In preparing for their debate students will need to:
  - ensure their case is well researched by planning and conducting an information search that covers the breadth of their arguments
  - evaluate resources for usefulness or bias to ensure rigour in their case
  - use both primary and secondary sources of information (such as maps, photographs, interviews, graphs tables, reports and data), including any already accessed and studied through the course of this learning sequence. (Where the survey extension activity on page 9 has been completed, students may wish to draw on and use this data in their debate.)
  - use at least one prop or visual aid during their debate, such as scatter plots, tables, annotated diagrams, maps etc. to support their team's arguments
  - interpret and analyse information to create persuasive and reasoned arguments
  - base their case on a clear definition of fast fashion – this may be developed from both their working definitions, as well as the mind map constructed during Lesson 1.
  - present an individual or collective solution to complement or support their selected topic.
4. Give students time to work and re-work their arguments, prepare their case, and refine their speakers' roles and notes. Notes, records of resources and references will need to be kept for submission, as well as all speakers' notes and props. Emphasise the need to focus on positive arguments – both for and against the topic, and to use facts to present a winning case.
5. Present the debates in front of an audience and an adjudicator. Provide feedback based on the strength of evidence and quality of argument. This may be done with pre-established criteria and include peer assessment, and incorporate reflective discussion about the powerful and convincing arguments put forward by both sides of the debate.

## Conclusion

To conclude the lesson/s ask students reflect on what they have learned about the sustainability of the fashion industry, its effect on the communities in which fibre and fashion is produced, processed, designed and consumed and the impact of fashion as a waste product.

Ask students to review their mind maps; taking time to flesh out their mind maps using colour, building levels of understanding, and incorporate images to ensure it represents their full understanding of the issues associated with fast fashion and the future sustainability of the fashion industry. Share and discuss how students' mind maps have developed and changed since their initial draft at the beginning of the learning sequence.

Ask students to re-draft and write a current definition of *Fast Fashion*, again reflecting on the changes of understanding that has taken place.

The final focus, after sharing key reflections and learnings on from their mind map, is to ask students to propose or endorse an individual or collective action in response to fast fashion. This may be a solution presented throughout the debates, or an alternative proposal based on independent and reflective thought.

Ask students to describe their proposed solution to an element of the fast fashion phenomena and to justify why it is an effective and reasonable proposal. In doing this students will identify the specific environments, geographic, social or human issues the solution will address.

## Links to the Australian Curriculum:

- Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies ([ACHGS065](#)).
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view ([ACHGS068](#)).
- Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate ([ACHGS070](#)).
- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal ([ACHGS071](#)).