

A grade 10 class (students aged 16) discusses the topic of fast fashion and the question of who is responsible for its impacts.

The lesson series → [L1] starts with students thinking about their favourite piece of clothing and whether it is sustainable. Through a picture of dumped clothes in the Chilean desert, the class works towards the problem 'Who bears the most responsibility for making the garment industry sustainable: governments, companies or consumers?', which students answer in an argumentative article → [L2]. First, students study three articles and then look up additional information about the roles of the three players. Most students work with concentration, but many school laptops do not work, and some students are slow to get going during these last two lessons of the

school day and do not finish before the next lesson at 8:15 the next morning. Students receive peer feedback on their articles regarding content and form, and the articles are discussed in class. Students hardly mention the role of the government. The main question is then taken up, and through a Think Pair Share activity students define their position in a values quadrant (see image). One student summarises the results: "So everyone actually wants to do more themselves. But what you notice is that if we do it ourselves it doesn't go well. Apparently we don't want change, but I think if we move to the right, we let the government do more, that would be better."

TELEPHONE CHAT DIARY TEACHER

Before the lesson: By linking to their own clothing choices and consumption behaviour, I hope they will think critically about the industry's impact on the environment and working conditions worldwide. In addition, I expect the lesson to give them insight into the different actors (consumers, companies and governments) who bear responsibility for making the garment industry sustainable.

Immediately after the lesson: I saw some students who were struggling to get going. In some of them, I know that motivation is low for various reasons, and that raises the question for me whether I should have taken a different approach.

One day after: What struck me today was that two students who struggled with concentration and motivation in class yesterday fully completed their theoretical research at home and showed it to me right at the start of class this morning. This does signal to me that the assignment excites some of the students to work on it. → [L5]

INTERVIEW WITH STUDENT AFTER THE LESSON SERIES

But in the meantime, we don't solve anything ourselves and think that will happen by itself. Yes, but that's finger pointing again. We all say yes, but I'm doing this, so you should too. Yes, but then it won't work, because we'll all be doing just below the minimum and nothing will change. No, I found it really remarkable. → [L4]



Conclusion: I found out that H&M is not such a sustainable shop at all even though I thought it was. I learnt about the horrific working conditions of the people who make our clothes and how the fast fashion industry is self-sustaining. → [L3]

What did you find the most interesting part of the lesson series and why? *The article writing. It was kind of a nasty assignment, but I had to do a lot of research and learnt a few things as a result.*

What is the most important knowledge you have gained about fast fashion? *How polluting fast fashion is and how little we are doing to get rid of it.*

What choice(s) would you make differently in the future based on what you learned? *Buying clothes on Vinted or spending more money on higher quality.*

INTERVIEW WITH TEACHER AFTER THE LESSON SERIES

Yes, awareness. I think that is actually our role as teachers. With my lesson, I hope to set a kind of ball rolling so that students are stimulated by the topic. The next time they see an advertisement, they think, 'Oh, this is what we have been taught about! No, I'm not going to do that, because I want to buy less.' That, of course, is my ultimate goal: that students become more aware.

You don't have processing time. I can't say, 'Yeah, I'll put something else in the learning environment for Wednesday or Thursday, so they can think about it some more.' They leave at 16:45 sort of sighing, and at 8:15 at the very first lesson they rush again: 'Oh yes, we have geography again.' The relationship is fine, but we don't have that extra day in between where certain things can land.