



ENVIRONMENTAL FASHION

EDUCATION | BUILDING A VIBRANT CLUB



EDUCATION

The elements of a vibrant club meeting are designed to meet youth needs of belonging, independence, mastery and generosity.

- Welcome (10-20 min)
- Education (20-30 min)
- Recreation (20-30 min)
- Business Meeting (10-20 min)

CONCEPT

Youth will learn the environmental costs of clothing.

AUDIENCE

Intended for groups of ten or more youth in grades 4-12.

PRIORITY AREA

- Communication and the Arts

LIFE SKILLS

- Big-picture thinking.
- Problem-solving.
- Communication.
- Concern for others.
- Service Learning.
- Responsible Citizenship.
- Self-responsibility.
- Leadership.

BACKGROUND INFORMATION

This learning experience will introduce young people to the environmental costs of clothing and suggest solutions for lessening the costs. These suggestions include shopping secondhand, which they can exhibit through the 4-H \$15 Challenge clothing event class.

DO

All young people should start the activity by sitting. The facilitator will call on each person wearing a cotton t-shirt to put their hand on their head. Do not say why they are putting their hand on their head.

Ask young people to compare what the people standing have in common. (Potential answers: all in the room, all in 4-H, etc.) After giving think and wait time, the facilitator may need to ask the youth to think about what the people who are standing are wearing. Give more think and wait time, if needed. If the group has not identified they are all wearing cotton t-shirts, the facilitator should identify that commonality. Ask each person standing to give a rough estimate of how many shirts they have like the one they are wearing. Ask all youth to raise their hand if they have a shirt like this at home.

REFLECT

Thank everyone for participating and brainstorming. Ask all youth to sit and watch a video like this one, <https://youtu.be/xEEExMcjSkwA>, to learn more about the cotton shirts that our friends are wearing.

After the video has concluded, ask youth some questions:

- Raise your hand if you learned something new from the video.
- What did you learn from the video?
- How do you feel after watching the video?
- Do you think there is anything we can do to help?

APPLY

Break club into three groups. Assign each group the following phrases: (1) Reuse and Resell, (2) Repair and Upcycle, (3) Recycle and Downcycle.



MATERIALS

- Computer
- Projector
- Internet access
- Cards with the following phrases written on them: (1) Reuse and Resell, (2) Repair and Upcycle, (3) Recycle and Downcycle

SPACE NOTES

This experience will work best if a computer and projector are available, so everyone can see the information shared on the computer. An area to allow all young people to sit and stand in one spot is needed.

VIRTUAL ADAPTIONS

This activity can be used in a virtual setting by utilizing a shared screen. Instead of having young people sit and stand, use the raise hand feature, reactions, or turn cameras on to raise hands. Use breakout rooms to have youth think about their phrase assignments.

STANDARDS

21.3-5.ES.4 Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.

21.3-5.TL.3 Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.

Have each group think about the following:

- Using what we have learned today, what does this phrase mean?
- How can we use this phrase as we consider the clothes we own and the clothes we buy in the future?

Facilitator Definitions:

- Reuse and Resell: If you don't want your clothes anymore or they are too small, find a new home for them. Potential locations could include giving hand-me-downs to family or friends, donating the clothes to a thrift store or shelter, and shopping at a secondhand store when looking for "new" clothes.
- Repair and Upcycle: If your clothes have a stain, hole, or other damage, think about how you can fix the damage or find a new clothing use. Turn old t-shirts into a bag, or patch jeans with a fun fabric.
- Recycle and Downcycle: If your clothes are past the point of repair, think about how you can use them in a new way. Turn old t-shirts and jeans into a rug or create cleaning rags.

Ask each group to share back with the group. What was their assigned phrase? What do you think it means? As each group shares, have the entire club brainstorm things we could do with our clothes related to the phrase. Are there any ways we could demonstrate what we just learned through a fair exhibit?

Potential fair exhibits:

- Shop at secondhand stores for the \$15 Challenge clothing event class.
- Present an educational presentation to share what you have learned about the environment and clothing.
- Create a rug using clothes that are too small.
- Have a club clothing drive, identify where to donate the clothing, and share what you have learned using an educational display.

Ask young people to stand up if they are willing to change one thing about the way they shop and purchase clothing. Thank them for their willingness to learn and change what they do.

VIBRANT CLUBS BEST PRACTICES

When facilitating this learning experience, keep all young people engaged by using their previous experiences in shopping. Encourage older youth to help younger youth understand different parts of the learning experience. Encourage older youth to share ideas for fair exhibits.

If the group is smaller, consider brainstorming ideas for the different phrases in one large group.

REFERENCES

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For more information on the elements of a vibrant club, please see publication 4H 4004, Building a Vibrant Club at <https://store.extension.iastate.edu/product/12893>.

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