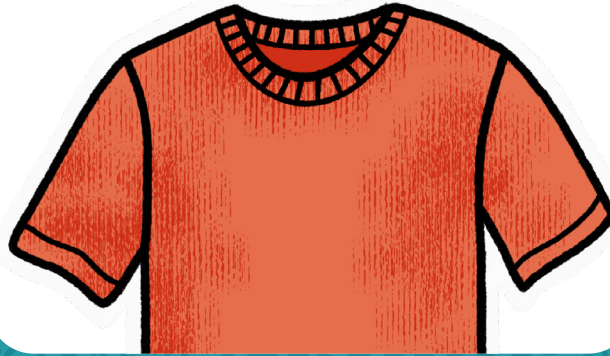


Overview for Sustainable Threads Teacher Resource



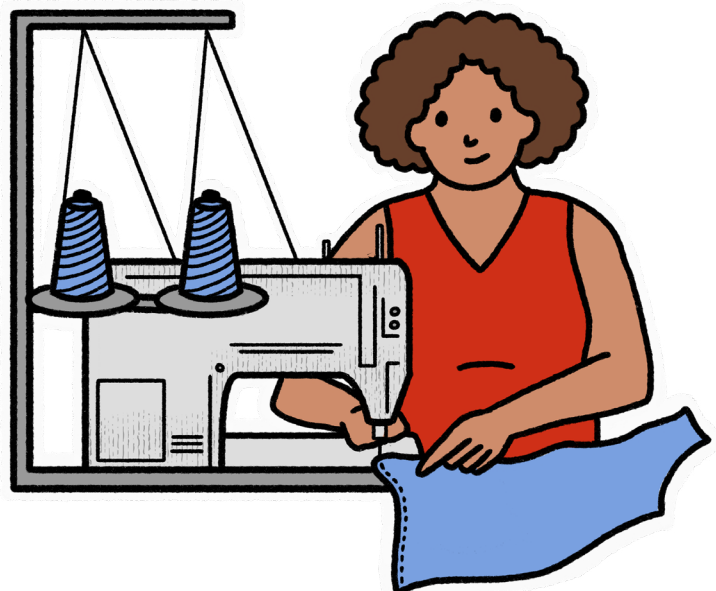
How does fast fashion impact our planet?

Starting by thinking about our own connections to the clothes we wear, learners will use the fast fashion industry as a lens to explore climate change. Using information and examples of garments from the Our Changing Planet gallery at Thinktank, Birmingham Science Museum, learners can consider the use of non-renewable resources, greenhouse gas emissions, issues relating to the use of water, global supply chains and working conditions in relation to the garment making industry, using denim jeans production as an example.

Artefacts from Birmingham Museums collections will help learners explore historical narratives to think about textile histories within Birmingham and the Midlands and different perspectives on garment production over time. These can be used as a geographical case study or linked and compared to your own area or context.

Extension ideas allow learners the opportunity to practice mending, and the challenges of making and working with specific materials. Activities supporting learners to reflect on issues of their own wellbeing plus signposting to positive actions, which can address potential worries about climate crisis and ecological change, are included.

Learners will be encouraged to develop critical thinking skills to help navigate and question information about the clothes they wear and are supported to

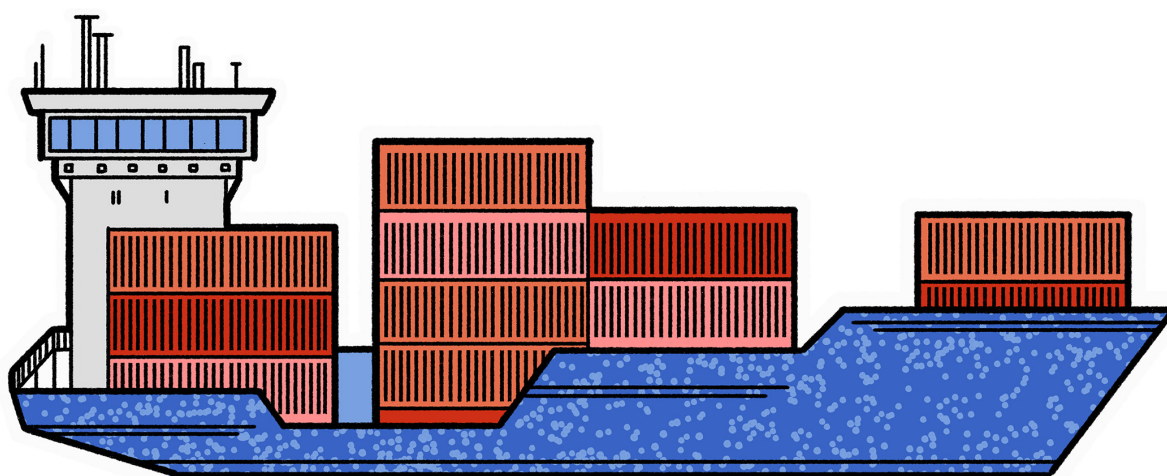


be active decision-makers and responsible consumers. Learners can finish the series by making a pledge about one positive action we can do towards a more sustainable approach towards the clothes we wear.

Why we created this pack

We are consuming natural resources like water and fossil fuels at an unsustainable rate. To live in a more sustainable way we need to look at everything we do. The sooner we act, the better. Even the clothes we wear can have an impact on the environment fast fashion has seen the growth of clothing designed to be worn less and replaced often. How can we reduce the impact?

This pack aims to support teachers by providing accessible information alongside activities that promote discussion and critical thinking to support the young people of today as they begin to make choices about the clothes they wear.



How to use this pack

We have provided resources which allow you to tailor a learning journey suitable for your group. Each section includes a summary, recommended timeframe and a detailed lesson plan. These resources have been designed to support both Key Stage 2 and Key Stage 3 of the National Curriculum in England. Supporting resources, activity sheets and presentations are provided.

The table below provides a summary of the resource and relevant curriculum links.



We recommend that you start with Section 1 and end with Section 8, and also recommend that you ensure that you make time for Section 4. Which other sections you cover and which order you do them in is up to you.

	Section	Overview of activities	Citizenship	Design and Technology	English	Geography	History	Science
1	What's on a label?	Data collection, locational knowledge		KS 2		KS 2 KS 3		KS 2
2	What's behind the label? Denim detective	Research skills, socio-economic-environmental impact knowledge of a familiar product	KS 2 KS 3			KS 2 KS 3		KS2 KS 3
3	Factories: have we learnt anything?	Historical comparison – mechanisation from 18th and 19th C Geographical comparison – UK (Birmingham artefacts) to the world Social and economic impact of garment factory on workers	KS 2 KS 3			KS 2	KS 2 KS 3	
4	The issue is too big and I feel helpless!	Well-being reflection, eco-anxiety discussion, signposting to actions already taking place	KS 2 KS 3			KS 2 KS 3		KS 2 KS 3
5	Let's go around in circles	Introduction to circular economy Comparison to utility clothing of 1940s and valuing repairing and restyling	KS 2	KS 2 KS 3		KS 2 KS 3	KS 3	KS 2
6	Fake fashion news	Critical reading of promotional materials.	KS 2 KS 3		KS 2 KS 3			
7	How have humans changed our planet?	How has human activity impacted the planet? What is the Anthropocene?	KS 2			KS 2 KS 3		KS 2 KS 3
8	Be part of the solution	Personal and school action planning tool	KS 2		KS 2 KS 3	KS 2 KS 3		KS 2

More about Our Changing Planet

Our Changing Planet is a fascinating, brand-new gallery at Thinktank, Birmingham Science Museum.

At a time when climate change is one of the greatest challenges facing the planet, this exciting new gallery looks at how humans have transformed the world and how these changes are affecting wildlife and the environment across the globe.

Created in consultation with young people in Birmingham, **Our Changing Planet** explores the long history of humanity's influence on the planet, a time referred



to by many experts as the Anthropocene – the word comes from the Greek words for human ('anthropo') and new ('cene').

The gallery looks at how researchers are finding out more about the impact of our actions, creating solutions to the problems of climate change, and about small steps we can all take to protect our planet. Learn about how to support biodiversity, breathe cleaner air, and find more sustainable ways of living.

We all have a part to play. What changes will you play to save our planet?

Section 7 of the Sustainable Threads Teacher Resource provides a brief introduction to the Our Changing Planet gallery and some of the themes it explores.

The resources in this pack have been designed to promote effective learning even if a visit to the Our Changing Planet gallery at Thinktank is not possible. They have principally been designed to support the Key Stage 3 curriculum in England. They could also be used with Upper Key Stage 2 learners to support the curriculum in England.

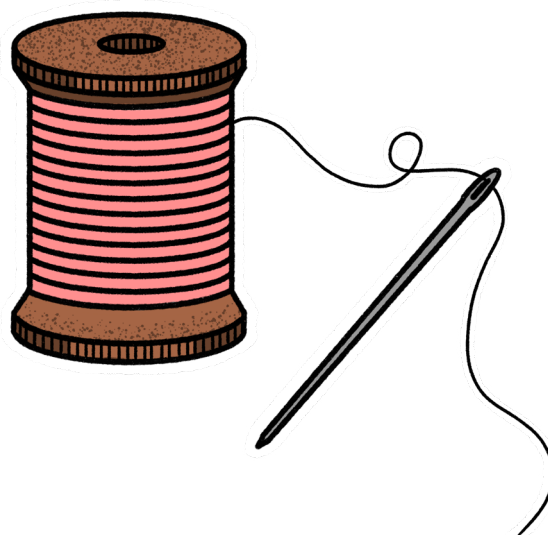
If you are able to **bring your group to Thinktank**, a visit to Our Changing Planet will help learners place their learning about fast fashion into the broader context of climate change and the Anthropocene through object-based learning and encourage them to become part of positive change.



More information about who we worked with to make this pack

This pack was created by the Learning and Engagement Team at Thinktank in partnership with Dr Verity Jones, Associate Professor in Education at the University of the West of England, and Dr Jessica Pykett, Associate Professor in Human Geography at the University of Birmingham.

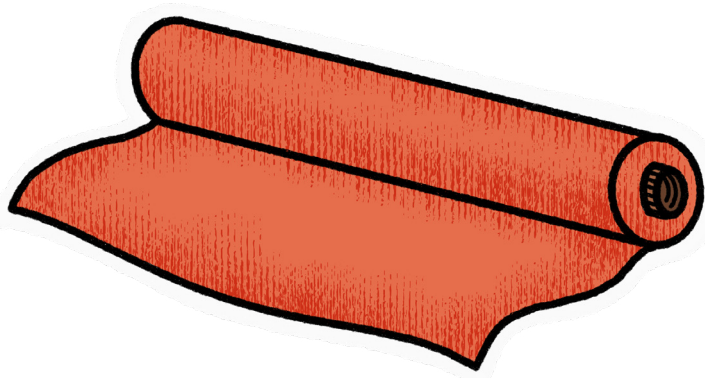
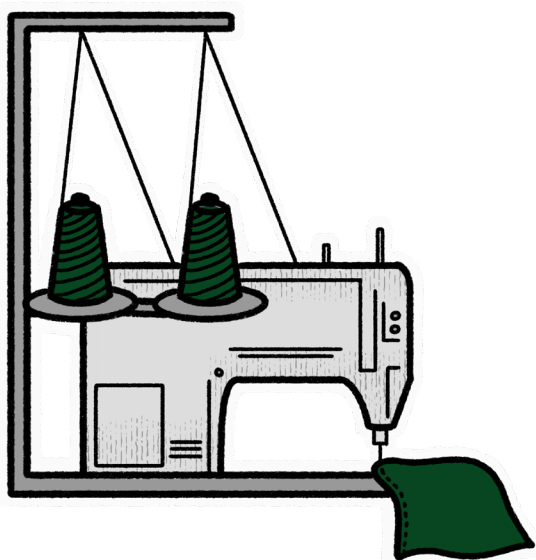
During 2021 Dr Jones and Dr Pykett worked with over 150 families visiting Thinktank as part of the 'Meet the Expert' programme. Using an immersive activity of making and crafting they encouraged participants to try out some imaginative ways to give old clothes new life, show how the fashion industry is impacting on the climate, and explore how our feelings about clothes, fashion and mending are connected with environmental change. Alongside the development of Our Changing Planet gallery, and feedback from teachers these activities and conversations informed the creation of this resource pack.



We also worked with the [Global Goals Centre](#), an education charity creating exciting engaging experiences that inspire learning and action on climate and equality in our everyday lives, to help reach the UN Global Goals.

More information about [Birmingham Museums Trust](#)

Birmingham Museums has 9 extraordinary venues that provide a fascinating glimpse into Birmingham's rich and vibrant past and showcase world class museum collections. Join us for a celebration of Birmingham's contribution to culture and the arts, the nation's industrial heritage and modern day science, technology and medicine.



Our Climate Pledge

Climate change and the threat to our planet is real. At Birmingham Museums reducing the environmental impact of our activities and operating as sustainably as we can is a priority. You can read more about our [Climate Pledge](#), watch a video and find out about our 4 point plan on our website. You can also find out about our [Youth Climate Forum](#) too.

More information about our collections

Within this resource, all images of objects in our collections are marked with their accession number e.g. 1996M26. This is the unique number that is given to an object that has been formally acquired by the museum for the long term collection.

High quality images of the objects used in this resource are also available to view on our [Digital Image Resource](#). Look under 'Learning Resources'. Images are regularly being added to the Digital Image Resource, where you can discover, download and use images of out-of-copyright collections.

[Thinktank](#), Birmingham Science Museum is part of Birmingham Museums Trust. As well as caring for museum venues, Birmingham Museums Trust cares for a huge collection of objects, which can be used for learning, engagement and creativity. Thousands of school children access our venues, [on-site educational sessions](#), [online sessions](#) and [schools loans service](#) every year.

The Birmingham Museum Trust collection consists of around 800,000 objects, and many objects not currently on display are held at the [Museum Collection Centre](#) (MCC)



Costume at Museum Collection Centre



Large object storage at Museum Collection Centre



Birmingham
Museums



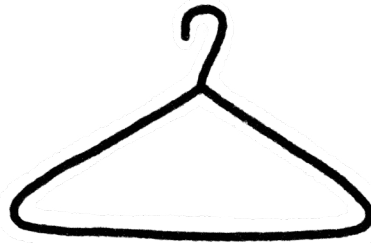
thinktank
Birmingham science museum



UNIVERSITY OF
BIRMINGHAM



Glossary of terms used within Sustainable Threads teacher resource



Atmosphere – The five gaseous layers which surround the Earth and allow life, mostly made up of nitrogen and oxygen.

Biodiversity – the variety of types and species of plants and animals in a particular place.

Climate change – the disruption of Earth's natural systems by human activity, resulting in significant and measurable changes to the climate

Consumer – a person who purchases goods and services for personal use.

Fast fashion – inexpensive clothing produced rapidly by mass-market retailers in response to the latest trends.

Garment – an item of clothing.

Global warming – the increase in the Earth's surface temperature, averaged and measured against pre-industrial levels.

Greenhouse gases – gases which absorb radiation and emit it as heat energy, warming the Earth's atmosphere. These include carbon dioxide (CO₂), nitrous oxide (N₂O), methane (CH₄) and ozone (O₃).

Habitat – the environment that allows a particular species or group of species to survive

Industry – economic activity concerned with the processing of raw materials and manufacture of goods in factories.

Sustainable living – sustainable living is achieved by making choices that aim to reduce our individual and collective environmental impact by making positive changes to offset climate change and reduce environmental damage.

Synthetic – something which doesn't occur naturally but is made by humans.