



Manaiakalani Class OnAir



Episode Title: Brainstorming about Fashion

Teacher: Hannah Burton

School: Pt England School

Year Level: Y7&8 (Extension)

Lesson Topic: Fashion across cultures

Learning Intention: We are learning to make sense of ideas and information about a topic | We are learning to form and communicate ideas and information about a topic | We are learning to understand what makes a piece of clothing or fashion “fit for purpose” under the headings social consciousness, cultural appropriation and sustainability.

**Links with the
[New Zealand
Curriculum](#)**

English (Listening, Reading and Viewing) - Level 4:

Processes & Strategies:

- integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts
- selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence

Purposes & Audiences:

- evaluates the reliability and usefulness of texts with increasing confidence.

English (Speaking, writing and presenting) - Level 4:

Processes & Strategies:

- creates a range of texts by integrating sources of information and processing strategies with increasing confidence

Ideas:

- forms and communicates ideas and information clearly, drawing on a range of sources
- adds or changes details and comments to support ideas, showing thoughtful selection in the process

Language Features:

- uses a range of vocabulary to communicate precise meaning

Social Sciences - Level 4:

- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Technology - Level 4:

Technological Practice:

- Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a [technological] product.

**[Key
Competencies](#)**

Thinking: This learning experience requires the students to be thinking about their prior knowledge in regards to fashion. It is also getting them to think about how they would categorise their thinking under four headings.



	<p>Relating to others: This learning experience requires students to work in small groups. Students will have to be listening to each others ideas, adding to others ideas across groups and sharing their ideas with others.</p> <p>Understanding symbols, languages and texts: This task will encourage students to research and make sense of texts that are unfamiliar to them. They will be introduced to three (potentially) new concepts (Social consciousness, Cultural appropriation and Sustainability) and have to make sense of what these are.</p>
Prior Knowledge	<p>Fashion trends that they have had in their timeline.</p> <p>Knowledge of fashion/clothing from their own cultural backgrounds, the importance of clothing in their cultures.</p> <p>Potential experience of observing social consciousness or cultural appropriation when it comes to fashion/clothing from their own cultures.</p>

Lesson Sequence

Before the Session	<p>Create a rubric for this term's project on which students can be assessed.</p> <p>Research online articles which students can use to research fashion (see below under resources used).</p> <p>Research content knowledge - come up with three sub topics - social consciousness, cultural appropriation and sustainability - three themes which came up in some of the above articles.</p> <p>Create Jamboard for the bus stop activity.</p>
During the Session	<p>Set up management of the jamboard so it is successful - colour code groups.</p> <p>Support students throughout the process to ensure they stay on task - start with defining the topics, then move onto how they relate to fashion.</p> <p>Time manage so rotations happen in good time (enough time for students to research and share their thinking; not too much time that the students lose interest in the task).</p>
After the Session	<p>In future sessions, keep referring back to the collaboratively created jamboard to support students in the next learning experiences which will follow on.</p>

Learn Create Share Breakdown

Learn	<p>What does social consciousness mean?</p> <p>What does cultural appropriation mean?</p> <p>What does sustainability mean?</p> <p>How do these three things relate to fashion?</p> <p>Learn strategies to effectively research, form and communicate ideas.</p>
Create	<p>Shared knowledge - this research is essential to make future learning experiences under this topic meaningful.</p> <p>By the end of this session, students will have created a collaborative 'library' of knowledge on this topic which can be referred back to in later lessons.</p>
Share	<p>Rewindable - the created jamboard is a great example of making the learning rewindable for students who missed this lesson.</p>



Resources Used

[Jamboard](#)

Rubric:

Term 2: Clothing and Fashion from around the World					
	0	1	2	3	4
Brainstorm	Did not participate in this collaborative brainstorming task.	Attempted to participate in the brainstorming task however took a 'back seat'. Required support and encouragement to share ideas.	Participated in the brainstorming task with support.	Participated in the brainstorming task. Did not require teacher encouragement or support to add ideas to each bus stop. May work more independently rather than including classmates in the process.	Participated in the brainstorming task. Did not require teacher encouragement or support to add ideas to each bus stop. Worked well as a valuable member of the team, supporting others rather than working only independently.
Research Task Slides for a 1 of the chosen texts	No research slides have been completed	An attempt has been made to work through one of the research slides. Possibly chosen the incorrect slide for the text type.	A research slide has been completed however to a basic standard.	A research slide has been completed to a high standard.	More than one research slide has been completed. Has gone above and beyond to add detail on the topic.
Create: Concept Design	No DLO present	An attempt has been made to create a DLO.	A simple DLO has been created in response to the brief.	A DLO has been created in response to the brief. It incorporates knowledge of the either chosen culture, sustainability OR social consciousness. Annotations (or a voice over) begin to provide valid detail and justifications for decisions made.	A DLO has been created which critically justifies decisions made. It incorporates knowledge of the chosen culture, sustainability and social consciousness. Annotations (or a voice over) provide valid detail and justifications for decisions made.
Share: Blogging	No blog post evident	Blogged an unfinished DLO.	Blogged a completed DLO with no task description.	Blogged a completed DLO with a simple task description.	Has blogged the DLO of their concept design. Has included a detailed task description which explains the task, challenges, and what they have learned.
Key Competency: Managing Self	No self motivation to independently work on task is evident	Attempts to work on tasks however lacks time management in order to get a task completed. Does not seem aware of this and does not show self motivation to improve in time management.	Works on task. May lack time management however is aware of this and is working hard to improve.	Works on task. Responds to teacher reminders and prompts to set mini goals in order to complete task.	Has the self motivation to make small goals towards a larger goal of completing the project for the term. Shows that they can manage their time well, work independently, focus and ask for help from peers and/or teacher when needed.

Social consciousness, Sustainability, and Fashion; Appropriation of fashion

- [Cultural Fashion Around the World](#)
- [In pictures: traditional dress around the world](#)
- [CULTURAL FASHION AS ANOTHER LANGUAGE TOOL FOR CULTURES](#)
- [EXPLORING FASHION AS A SOCIAL IDENTIFIER](#)
- [Explore Traditional Clothing From Around The World](#)
- [What Clothing Means To Different Cultures](#)
- [Striking Photos of Cultural Fashions You Have to See](#)
- [Dress to express: How different cultures use clothing to express themselves](#)
- [EMBRACING CULTURAL FASHION AS A SOURCE OF PRIDE](#)
- [How Can Clothes Represent Culture?](#)

Reflection

Reflection on Lesson Sequence

Jamboard was new to most of these children so quite a lot of time at the start was them playing around/working out how to use it. You can see how I stop the children and give them a colour to organise their thinking a bit better.

A group of children had been out of class and then returned. You can hear me in the background having to retell the instructions to this group of students.

Reflecting on this lesson, I can see that many of the groups are lacking deep/thoughtful discussions on the topic. They are very much sharing their own ideas rather than a combination of their groups ideas. This suggests that in future, I need to provide students with some speaking prompts to support them with how they can ask questions of other group members e.g. Talk Moves used in maths.

In my classes, we spend a term on one large project. This lesson was a good introduction to front load students with knowledge they would need throughout the rest of the term.

Next Steps

Provide students with prompts and talk moves strategies for group discussions. Continue referring back to this learning and the Jamboard that was created.

