



# Manaiakalani Class OnAir



**Episode Title:** If I were a Fashion Designer...

**Teacher:** Hannah Burton

**School:** Pt England School

**Year Level:** Y7&8 (Extension)

**Lesson Topic:** Fashion across cultures (Lesson 2)

**Learning Intention:** We are learning to form and express 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 (Speaking, Writing, Presenting) - Level 4:**

*Processes & Strategies:*

- uses a developing understanding of the connections between oral, written, and visual language when creating texts
- creates a range of texts by integrating sources of information and processing strategies with developing confidence
- seeks feedback and makes changes to texts to improve clarity, meaning, and effect

*Ideas:*

- forms and expresses ideas and information with increased clarity, drawing on a range of sources

**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 gets students to think about how they would categorise their thinking (using subtopics - Sustainability, Cultural Appropriation and Social Consciousness).

**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.

**Prior Knowledge**

Fashion trends that they have had in their timeline.  
Knowledge of fashion/clothing from their own cultural backgrounds, the importance of clothing in their cultures.



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|                                     | <p>Potential experience of observing social consciousness or cultural appropriation when it comes to fashion/clothing from their own cultures.</p> <p>Knowledge gained through the bus stop activity (<a href="#">CoA Episode 7</a>)</p>                                                                                                                          |
| <b>Lesson Sequence</b>              |                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Before the Session</b>           | <p>Complete <a href="#">Brainstorming about Fashion</a> lesson.</p> <p>Students to have already been introduced to the Create task (see Class Site Content).</p>                                                                                                                                                                                                  |
| <b>During the Session</b>           | <p>Check in with individual students to see how they are going with their own individual projects.</p> <p>Give students a chance to Create!</p> <p>At some point during this learning session, bring the students down to the mat to share ideas/give feedback/get them thinking about what they need to be adding to their projects.</p>                         |
| <b>After the Session</b>            | <p>Give students more time to Create, getting them to build on what was discussed in the group discussion.</p> <p>Blog their progress on their Create task so far.</p>                                                                                                                                                                                            |
| <b>Learn Create Share Breakdown</b> |                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Learn</b>                        | <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 how to combine oral, visual and written language skills to create a concept design of a new piece of fashion. Learning that 'texts' are not always just written.</p> |
| <b>Create</b>                       | <p>Concept designs for two outfits which are designed for a certain cultural group for a particular celebration.</p>                                                                                                                                                                                                                                              |
| <b>Share</b>                        | <p>Blogging progress reports throughout the term.</p>                                                                                                                                                                                                                                                                                                             |
| <b>Resources Used</b>               | <p><a href="#">Jamboard</a></p> <p>Rubric:</p>                                                                                                                                                                                                                                                                                                                    |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 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. |
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| <p>Social consciousness, Sustainability, and Fashion; Appropriation of fashion</p> <ul style="list-style-type: none"> <li>• <a href="#">Cultural Fashion Around the World</a></li> <li>• <a href="#">In pictures: traditional dress around the world</a></li> <li>• <a href="#">CULTURAL FASHION AS ANOTHER LANGUAGE TOOL FOR CULTURES</a></li> <li>• <a href="#">EXPLORING FASHION AS A SOCIAL IDENTIFIER</a></li> <li>• <a href="#">Explore Traditional Clothing From Around The World</a></li> <li>• <a href="#">What Clothing Means To Different Cultures</a></li> <li>• <a href="#">Striking Photos of Cultural Fashions You Have to See</a></li> <li>• <a href="#">Dress to express: How different cultures use clothing to express themselves</a></li> <li>• <a href="#">EMBRACING CULTURAL FASHION AS A SOURCE OF PRIDE</a></li> <li>• <a href="#">How Can Clothes Represent Culture?</a></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                               |                                                                                                                                                                                        |                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                       |
| Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                               |                                                                                                                                                                                        |                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                       |
| Reflection on Lesson Sequence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>When I began talking to individual students about their projects, I quickly realised that the students weren't considering their new learning knowledge about sustainability, social consciousness and cultural appropriation and how they link to fashion. It can be challenging in these classes as students only see me once a week. Therefore, it is even more important for me to begin each new week with a recap on what we did the previous week and provide rewindable learning resources (like the Jamboard created in the last Class on Air episode).</p> <p>It worked really well this term getting students to spend 10 minutes at the end of each week writing up a blog post reflection as to where they were up to.</p> |                                                               |                                                                                                                                                                                        |                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                       |
| Next Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Encouraging students to use these rewindable resources that they have created. Encouraging students to go to each other's blog posts for inspiration/ideas to build on what they are doing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                               |                                                                                                                                                                                        |                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                       |

