WEAR(E)ABLE

BEST DRESSED SUSTAINABLY

"WEAR(E)ABLE -

BEST DRESSED SUSTAINABLY"

INTELLECTUAL OUTPUT 3

WORKSHOP PLAN & INSTRUCTIONS

Table of Contents

Foreword

This material has been created as Intellectual Output 3 in the context of the project "Wear(e)able - best dressed sustainably".[1] The project's main objective is to increase awareness and concrete actions to tackle the negative effects of fast fashion among young people, and especially the main environmental effect of microplastic pollution.

This material contains a plan and instruction for workshops with the purpose to enable youth workers, teachers, and educators to support and empower young people, in taking concrete alternative actions, to be creative and participative in order to be a role model and a change maker among peers in the field of sustainable clothing.

The workshop plans have been developed through the Design Thinking process, in order to ensure that they meet the needs of the target group, that specifically in "Wear(e)able" project are young people aged 15 - 19.

To increase the impact, we encourage readers to use the material in broad educational settings and share as well as disseminate information about the available project outputs:

- focus group guidelines and focus group project countries results
- an interactive board game for young people to learn about sustainable fashion and best-practices in this field
- learning material "How to dress sustainably" available in PDF format and in form of an online learning course
- guidelines for youth workers on how to interest people for the topic
- 8 promotional card for 'alternative actions'
- guideline for youth workers and peer guides for the use of the web platform and for the training of multipliers
- this workshop plan and instructions
- A toolbox for sustainable clothes - SEE IT- TOUCH IT- FEEL IT
- a project website to look for materials, references, links: https://www.weareable-fashion.eu/de/

This material is available in 5 languages: German, Lithuanian, Polish, Italian and English; and it is for free to download worldwide. It can be translated into other languages and might be adapted for other educational contexts outside of youth work.

Further use of this material is permitted with reference to the source.

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[1] https://www.weareable-fashion.eu/

The project 'Wear(e)able - best dressed sustainably' has been co-funded by Erasmus+ Programme[2] of the European Union, Key Action 2 – Strategic Partnership.

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[2] https://ec.europa.eu/programmes/erasmus-plus/about_en

1. Workshop plan framework and Design Thinking process

Plastic avoidance is an essential part of climate and environmental protection, as the European Commission's "European Strategy for Plastics"[3] shows, and the goals are the substantial reduction of plastic and microplastics in all areas.

The fashion industry is a major contributor to microplastic pollution, during every wash cycle a substantial amount of microplastics is released into the water. Due to rapidly changing trends and changing clothing sizes (growth), young people in particular buy a large number of clothing at favourable prices, but cheap textiles are mostly made of synthetic materials, i.e. plastics. Due to their short service life and abrasion during washing, large quantities of plastic and microplastic are disposed of or discharged into the sea. In addition, fashion labels – especially with online returns – destroy inexpensive synthetic garments by burning, since the costs of destruction are lower than the costs of returning them to the market. This means enormous resource destruction and pollution.

In order to pursue the "Wear(e)able" project objective, the workshop's main goals are to make young people become active and conscious change makers towards sustainable clothing choices. For this reason, the workshops activities are based on non-formal education methods[4] and experiential learning.

Design Thinking[5] process was the most suitable method for the purpose of creating the workshop because it is based on a human-centered approach, so the main focus can really be on people's needs, views, habits and opinions. From these elements designers start to look for solutions using their imagination to not exclude any possibilities[6]. It is one of the most effective methods used to find solutions, by identifying what is desirable from the target group's point of view, and by matching creativity and problem-solving capacities.

Concretely this creative process is composed of 5 steps:

1. **Empathise**

This stage is to reach a deep and wide understanding of the problem by observing, researching, interviewing, engaging and empathizing with people to understand globally and analytically what their experiences are, motivations, ways of thinking and acting. In this stage designers should find sense and information even on the 'un-said'.

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[3] https://ec.europa.eu/info/research-and-innovation/research-area/environment/circular-economy/plastics-circular-economy_en
[4] https://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning
[5] https://designthinking.ideo.com/
[6] Rob H., '*From what is to what if, unleashing the power of imagination to create the future we want',* Chelsea Green Publishing, London, 2019

2. Define

In this stage designers analyse information gathered during the 'Empathise stage', finding trends, organizing, and synthesizing data to find the core problems. At this point an 'empathy map' is useful and may facilitate reasoning to define the problem, or better said, the challenge. In order to keep the process human-centred, designers should define the problem as a problem statement or a challenge questioning. In our case we used the challenge questioning 'How might we…?'.

3. Ideate

During the 'ideate stage', after having understood the 'persona' (or users, or target group), their needs and the challenge to work on, designers start generating ideas, to think 'outside the box', generating solutions to the defined 'challenge' (or problem statement).
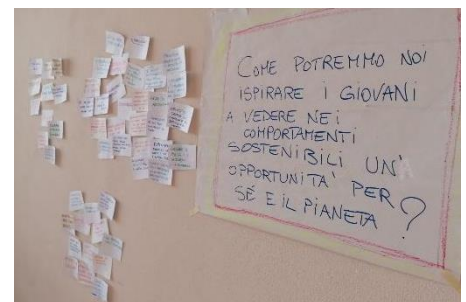
4. Prototype

In this stage the design team produces a scaled version of the product or prototype of a service. Here the designer objective is to identify the best possible solution.

5. Test

Prototypes need to be shared and tested both within the team itself or within a group of people that correspond to the target group, outside the design team. In this stage based on users' experiences, solutions are accepted, rejected, improved and re-tested, in a loop process through stage 4 and 5. In fact, when test results obtain at least 60% of positive feedback, they are used to improve the prototype, when the positive results are less than 50%, it may be a good idea to go back to stage 3 and pick up another solution. This should be repeated until obtaining 70% or 80% positive feedback in the testing stage. We invite readers to consider this stage a fundamental part of the process in perfectioning your own workshops designed with this method. The way you conduct this testing phase may determine your success.

The Design Thinking method was a very useful approach in creating the workshops. Using this approach is also suggested if further workshops want to be developed in this subject area.

The Design Thinking process in the Wear(e)able workshop development is now going to be further elaborated. In the 'Empathize stage' we gathered a total of 7 young people interviews, with an average age

of 16 years old (2 Italians, 1 Austrian, 2 Polish and 2 Lithuanian). We also further analysed the findings from the focus group results of the Intellectual Output 1[7].

As consequence of this first stage, one of the main things we realized to be fundamental as insights, were the conscious and unconscious needs of young people to:

- have at least an approach on what sustainability is;

- deconstruct their view of sustainability as something "old", "not coloured", "not innovative", "boring" and that needs lot of time and efforts to be pursued;

- have some specific data on the environmental impact of clothes industries;

- have at least an approach on the garments production process and fast fashion dynamics;

- deconstruct the perceptions that pollution problems related to fashion industries are something far from daily life.

This strives us to deep reflection in the second stage, many points to work on emerged and as the process requires, we needed to identify an area to work on and identify the roots of the problems. The results of this step guided us to finally identify our 'challenge' in the following: 'How might we inspire young people to identify sustainable habits as an opportunity for them and for the world?".

Afterwards we passed on to stage 3, in which we generated really a lot of ideas and input for activities, and finally we passed on stage 4 to prototype and organize the workshop using those activities.

The process went smoothly, particularly thanks to the early identification of the learning flow framework during stage 2, that we had to set and explicit to concretely find a solution to our challenge. This flow can be represented in the following way:

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[7] <mark>toolbox link to be added</mark>
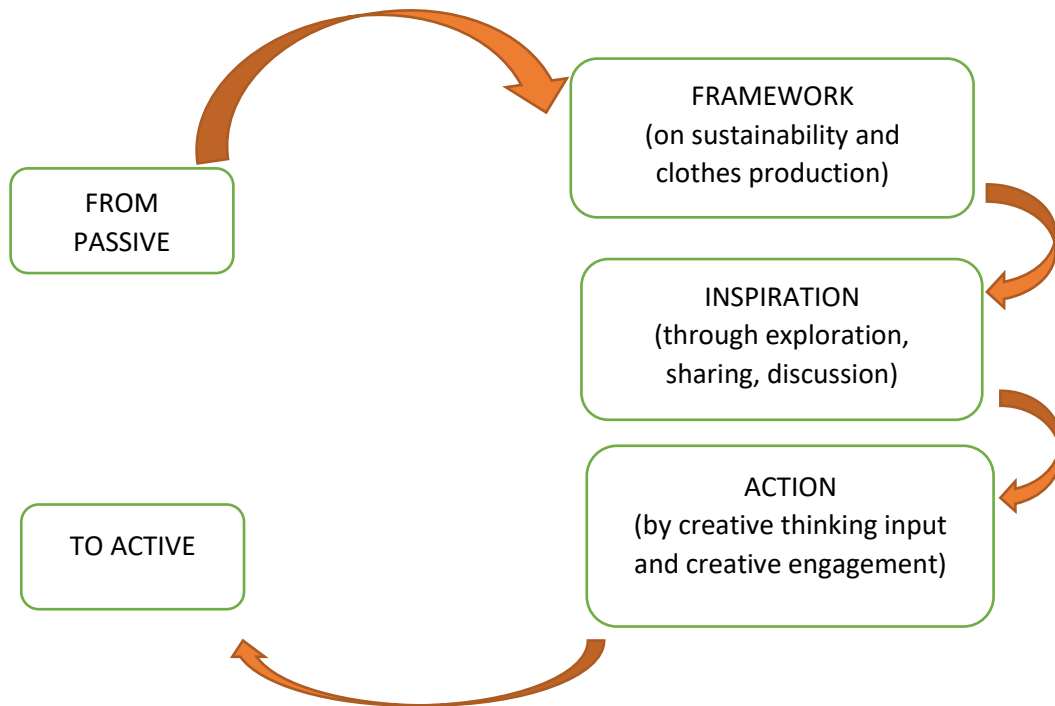
In the following pages, you can find the created workshop plans.

In total three different workshop settings were developed, 1 for each setting: indoor, outdoor, and online.

Each workshop is structured in 3 'days', and each day is composed of different activities that follow the learning flow represented above.

For each workshop setting, detailed instructions on preparation and implementation as well as useful tips for implementation are explained. Additionally, materials to use are provided and explained in the Annexes.

Some other general details for implementing the workshops:

- the whole path lasts about 12 hours split in 3 different days and we suggest having at least 5/7 days between one day and the other
- it is suitable for 5/10 participants, but operators can easily work with a bigger group of even 20/25 participants arranging some adaptations to materials, time durations, spaces, etc.
- it is suitable for participants aged about 15-19 (but even 13 – 21/25)
- each day is structured with:

> - starting session/icebreaker
>
> - main session (2 activities + icebreaker, except for day 3)
>
> - ending session (2 small activities, except for day 3)

1.1 Workshop Plan 1 - indoor

DAY 1

(Giving Framework)

Starter/Icebreaker

Duration: 45 min

Session objectives:

- getting to know to each other

- teambuilding

- approach the topic in a very superficial and gaming way

- identifying expectations

- recognising/identifying own opinions, habits, daily routine

Materials: papers, coloured pencils, tape, strings, posters, post-its, small clothespin (or similar), printed copies of the questionnaire (Annex 1).

Name game

If the participants do not know each other, it is a good starter to make a couple of name games disposing participants in circle, like:

- Say your name and an adjective whose first letter is the first letter of the name itself, like 'I'm Marco – magic';

- Say your name and do a movement, and, after that, all the other participants have to repeat it.

The dynamic is the same for both the games: the first participant starts by saying their name and the adjective (doing the movement), then the second one, before saying their name and the adjective (doing their movement), has to repeat name and adjectives (movement) of the first participant and then proceed. The game goes on and the last participant has to remember names and adjectives (movements) of all the other participants who played before and then he/she can say his/her name and adjective (do the movement).

Icebreaker

Preparation:

There is an imaginary line on the floor made with tape or a string, long enough to line up all participants.

Instructions:

Participants are required to execute the tasks given by the conductor <u>without speaking</u>. In the imaginary line they have to:

- organize themselves on the line in the alphabetic order of their names;
- organize themselves on the line in the order from the smallest to the tallest;
- organize themselves on the line in the order from lighter eyes colour to darker eyes colour;
- organize themselves on the line in the order from the farthest to the nearest address they live (in terms of n. of km) with respect to the venue of the workshop;
- organize themselves on the line in the order from the farthest to the nearest country of production of the t-shirt/top/jumper they wear (in terms of n. of km);

Debriefing/discussion:

The conductor can eventually ask some questions like 'how was it"? Did you find difficulties due to the fact that you had to perform the tasks without speaking? And what about the last task? Were all of you able to find the country of production of your garments?'

Assessment and Expectations

Preparation:

Printed questionnaire (Annex 1), pieces of paper in post-it size and shape, and a string attached all along a wall or between columns/baskets with small clothespins or similar.

Instructions:

For this activity participants are asked to reflect on their expectations, so first they must draw a cloth shape on the piece of paper. After that they are asked to individually think about their expectations for this 3 days-workshop and write them inside the cloth shape they draw. For each expectation one piece of paper is used. Then, they have 10 minutes to fill up a questionnaire about their habits and feelings (Annex 1) related to the topic. The questionnaire will be collected by the conductor.

Debriefing/discussion:

In plenary the conductor asks if somebody wants to share his/her expectations. The conductor should try to stress on common expectations among participants etc. in order to create a confidential mood and participatory setting.

<div align="center">

Tips for conductors:

</div>

- You can find further name games at this link https://learningforchange.net/knowledge-base/icebreakers-and-name-games/;
- For the icebreaker further tasks can be given by the conductor to make it last a bit longer;

- It is possible to enlarge the debriefing by asking something about the questionnaire, with the main purpose to increase a more cooperative and participatory mood.

Session 1

Duration: 45 min.

Session objectives:

         - approach the topic of sustainability

         - develop and improve critical thinking

         - develop and improve communication skills

         - develop and improve self-analysis capacity

         - develop team working and cooperation capacity

Materials: coloured pencils, tape, post-its, posters - at least 2 for the conductor plus one per each group.

Sustainable teatime

Preparation:

Different tables with some chairs all around, on the table there is a poster, some coloured pencil and some post-its. A biscuits plate on the centre of the poster on the table is drawn. On a wall, there are already 2 posters attached, in a way that enables everybody to easily look at it.

Instructions:

Participants are divided in groups of 2-4 people and are asked to sit down in a circle around a table and each participant is asked to draw his/her own cup of tea. Inside the shape of the individual cup, they are asked to write down the most sustainable habits they apply daily or have applied.

They should write at least 3 to 5 habits in about 5 minutes. Once they are done, they have further 15 minutes to share their habits among their groups and decide together the top 3 sustainable habits of the team. These top 3 sustainable habits need to be written down on the post-its and placed in the centre of the poster, inside the plate shape.

Then each group briefly presents their tablecloth and tries to explain the reasons why they have identified those habits as the most sustainable. These reasons are recorded in posts-it by the conductor in one of the posters that was previously hanged to the wall.

In the second part of the game, starting from the reason given on the post-its, the conductor invites and guides the participants to identify themselves 3 dimensions of sustainability in which the <u>reasons given</u> could be potentially grouped in for example by moving the posts-it in different areas of the poster. They have

about 10 minutes and once they are done, one elected representative of the group will explain the reasoning behind the grouping method they followed. Then the conductor will guide the participants to the recognition of the areas they identified with the 3 areas of sustainability, that are <u>environmental</u>, <u>social</u> and <u>economical</u>, as shown in the picture.
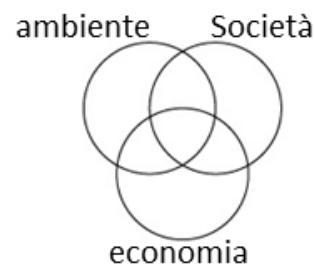
After that, the conductor draws on a new empty poster previously hanged to the wall the 3 dimensions as 3 circles partially overlapping to each other, and labels them with the 3 dimension's names. Now he/she should pose guiding/reflecting questions and give explanations about the impact that behaviours have on the three dimensions, giving a brief explanation about what 'sustainability' is as well.

After that, the groups have 5 minutes to look again at their top 3 sustainable habits (they identified in the beginning and placed in the plate shape), think if there are other habits that are more sustainable or if there are up to further 2 sustainable habits that are worth to be picked up. Finally, each group presents their top 3 sustainable habits and together with the other participants discuss in which circle (or level) to put the chosen habits. In this phase it is important that young people think, discuss and share opinions on the impact of each habit in terms of environmental, social and economic habits. It can happen that they just fix the post-it in one of the circles, or on the overlapping part of 2, or maybe in the middle of the three, meaning that that the habit is sustainable for all the three dimensions.

Debriefing/discussion:

The conductor asks some questions like 'did you know about these 3 levels? Did you know about the concept and meaning of sustainability? Do you think there is a level more important than another? Do you think that your peers and friends generally reflected on their behaviour as you did now? How many of you indicated some habits related to fashion and clothes?

Tips for conductors:

- Do not worry if participants have difficulties in identifying the three categories, the objective of the activity is to make them reflect on the impacts of their own habits;
- If during the second part of the activity participants have difficulties to identify the 3 macro areas of sustainability (environment, society and economy) the conductor has the important role to help them and guide them to this identification. Eventually also by giving the solution;
- For an overview of the dimensions of sustainability and to better support the debriefing discussion, some useful hints and links have been included in the Annex 1 - day 1;

- During the debriefing, it could be useful at a certain point to guide the discussion also towards habits related to clothes and fashion, to approach more and more the topic and understand their perception about the impact of this industry;
- After this activity you can set a brief break for participants.

Break/Icebreaker

Duration: 15 min.

Session objectives:

- improve team building

- increase awareness on the value we give to clothes

- increase awareness also on the lifecycle of our clothes

Materials: a piece of paper, coloured pencils and pins.

Icebreaker

Preparation:

Participants are standing up in a circle, and each of them is equipped with a piece of paper, a colored pencil and a pin.

Instructions:

The conductor will pose a question to participants: 'If I were my favourite dress/cloth, which dress/cloth would I be?'. Participants choose and write their answer on the paper, maybe giving also a note on the cloth if they want (i.e. I am my favourite Jeans, the one I wear during my favourite singer's concert…'.

Then they have to fix the paper with a pin at a visible place to the shirt so that the other participants can take a look at them. After that, they have a few minutes, without speaking, to read each other's answers.

The conductor, then, splits the participants in couples and both participants, on their turn, should act the following task, where participant A is the cloth he/she chose, and participant B is the owner.

The conductor guides the process by saying the tasks out loud:

- bring/touch your cloth that has ice-cream or hot chocolate stains and use pre-treatment/stain remover;
- put your cloth into the washing machine and start the washing cycle;
- hang up and /or iron your cloth;
- ok, you realize that your cloth has a scratch, then repair it;
- ok, your cloth is coming to an end…tell it some glorifying and thankful words.

Debriefing/discussion:

How did you feel? Which task was the strangest? Which one was the most difficult? How did you feel when throwing away your cloth? Did you want to have the chance to repair or use it again? Or to give it a second life?

Tips for conductors

- With people that have never met before, be sure that all participants feel at ease with this icebreaker;
- You can add further tasks for the game;
- Depending on the time available you can invert the roles of cloth and owner.

Session 2

Duration: 60 min.

Session objectives:

- increase awareness on fast fashion effects

- increase awareness on the effects of pollution

- deconstruct the idea that 'sustainable clothes' are old, not coloured or fashionable

- develop critical thinking and empathy and observation skills

Materials: projector or interactive board, pc, images files (Annex 1), Poll.Ev or similar tools (as support), and one mobile phone per participant.

The power of images

Preparation:

There are chairs for each participant arranged in a circle. And each participant needs his/her mobile phone during the activity. Before the start of the activity, the conductor needs to have prepared the Poll.Ev or similar tool using the images given at this link.

Instructions:

The conductor will show a series of images to the participants via a projector or interactive board. For each image they all have a couple of minutes to individually type on the Poll.Ev or similar tool the first things/impressions/thoughts that come to their minds while looking at the pictures. Once all the participants will have replied, after every image, the conductor will shortly go through the results of Poll.Ev or similar tool and stimulate a brief sharing moment.

After the roundup of all the images, the conductor will show the images again, one by one, starting from the very first one, but this time the conductor will also show what we do not directly see about the images

(a kind of "behind the scene"; i.e. the first image can be a fancy t-shirt and the second image the unsustainable chain of production behind it) and guides participants with reflection questions after each slide, in order to work on their sense, empathy, perceptions, knowledge and critical thinking.

Debriefing/discussion:

Debriefing is made during the second phase of activity when participants will review the images, but at the end the conductor can eventually ask some other questions to understand their feelings, to check if they expected this 'behind the stage' or 'counterparts', if they have ever thought or reflected on these other aspects of sustainability or clothing production etc.

Tips for conductors:
• Check and support participants in logging in and using the Poll.Ev or similar tool;
• If there is any problem using the Poll.Ev or similar tool, you can adapt the activity and use the complete presentation available here.
• In the Annex 1 you will find some interesting suggestions for stimulating the reflection on the images.

Ending session

Duration: 20 min.

Session objectives:

        - systematize knowledge, ideas and emotions

        - promote and encourage information collection and research

        - develop analysis and critical thinking skills

Materials: coloured pencils, at least two posters, posts it

Contact your influencer!

In a circle (sit on chairs) participants are asked to think about influencers (not necessarily fashion influencers) they follow, to find out some local or reachable influencers they know (or a reachable new one that could be interesting to them), but also not so easily reachable influencers, and pose them all the same questions of the self-assessment they did at the beginning of the day (starter session) and record in some way their answers if they will answer, and bring these answer in day 2. They are free to also ask other things connected to the topic of sustainable fashion if they want. In case they cannot reach out to any influencer, they are required to ask the questions at least to two people among their acquaintances and relatives/friends.

Fix it & debriefing

Preparation:

There are chairs posed in a circle for each participant and the conductor as well as all participants should be able to see a wall where there are 2 posters attached: in one there are 2 areas respectively named 'emotions' and 'knowledge', while the other poster is named/labelled 'what do I want to change to live in a more sustainable world?'.

Instructions:

Participants and the conductor are in a circle to see each other and in plenary discuss the main findings and main inputs gained in this day's activity. Everything is done with guiding general questions posed by the conductor, like 'Do you think you learned something new? Is there something that you did not expect to see/discover? What was the most interesting or surprising thing?'

After that, participants are asked to write (either directly on them or using post-its) on poster 1 about emotions they have felt and interesting inputs and knowledge they believe they will treasure and, on poster 2, what they would like to change of their behaviours, based on the new knowledge they have acquired during the first day of the workshop.

At the end of the day, participants are provided with the link to the platform MILES where they are invited to assess and deepen the topic of sustainable fashion.

DAY 2

(Giving Framework and Inspiration)

Stater/Icebreaker

Duration: 15 min.

Session objectives:

      - recall some input gained from the previous activity day

      - develop reflection and critical thinking

      - increase awareness about their knowledge about the clothes they daily wear

      - warm-up and preparing communication and empathy channels for the next part

Materials: projector with a geographical world map (or a poster representing a world map) post-its in 4 colours.

16

Where do my clothes come from?

Preparation:

Projection of a world map on a wall or something that can recreate it on a wall.

Instructions:

Participants are standing in a circle and the conductor asks them to think if they know where their clothes come from, and where they are exactly produced. After that they receive 5 post-its of 4 different colours representing respectively upper cloth (like shirt, t-shirt, top, etc.), down cloth (like skirt, trousers, jeans), socks, underwear, and they are asked to put their name in each of them.

After that, participants are asked in 4 different rounds if they know where their clothes come from and in case check it, and attach the post-its on the map corresponding to the production country of his/her cloth; for the upper clothes they can ask for a further post-it of the same colour in case they are wearing a jacket, a hoody, a sweater, etc. To accomplish the tasks, they can check their clothes label, they can help each other look at the labels or go in private space to look at them by themselves. If somebody does not know where their cloth comes from (where to attach the post-it on the map), he/she can simply attach the post-it on the wall outside the map.

Debriefing/discussion:

It could be useful at the end to make participants reflect on the fact that, probably, some of them did not know where some of their clothes were produced, and, maybe, they wish they could have known it before (as if they were reflecting on food they eat, or water they drink) and ask them their opinion and if they would like to know the country of production and the reasons why.

Tips for conductors:

- It could be useful to have a kind of legend, visible for everybody, to easily match the colour of post-its and corresponding cloth;
- To be more meaningful, it could be useful to hang up a string/chord from the country of production to the country or regions of residence, to make the distances from 'production' to 'consumption' even more visible;
- It could be interesting to let them add the name of the brand of each of their clothes to the post-it, to make them reflect on how far away the brands produce their clothes.

Session 1

Duration: 1h

Session objectives:

- develop and improve critical thinking

- develop and improve communication skills

- develop and improve self-analysis capacity

- develop self-awareness on the role and own perception on the influencers

- improve awareness on opportunities for sustainable clothing

Materials: projector (or interactive board), wifi or mobile data provider and eventually answers gathered by the participants from the influencer(s) they contacted

Changing mindset testimony

Preparation:

Enough chairs for each participant are placed in a half circle and a prepared projector (or interactive board) ready to be used. If there are difficulties in finding a testimony, see 'tips for conductors' for alternatives, at the end of this session.

Instructions:

During this activity, a young testimony/influencer will interact with the group of young people, he/she will explain his/her experience with sustainable behaviours, the opportunity behind acting and choosing consciously in daily routine. They can ask the self-assessment questions (day 1-second part of the starter session) or other questions they want. They should feel free to exchange opinions, ideas, doubt and whatever comes into their minds about the topic of sustainability and especially sustainability in clothes.

Influencer time!

Preparation:

Now participants sitting are in a circle.

Instructions:

Participants are asked to report the answer given by the influencers, friends, family members and acquaintances they contacted. The discussion could start by analysing answers given to each question of the self-assessment and in case by sharing what influencers can have expressed. The conductor should facilitate the exchange and the discussion itself and can make questions to make participants reflect, find their own perception of things and their own opinion on the statements collected.

Debriefing/discussion:

The conductor could make a debriefing that is functional to both activities by asking participants if they expected such an answer from the testimony/influencer. It is important to not judge and give input on what

is right or what is wrong, but rather ask participants what they think about a statement or an answer given, if they agree or not and why, if they expected a different answer or position, if what declared by their influencer or the testimony is in line or not with their thoughts or opinion. So, in this phase it is important to stimulate their critical thinking, their reflection and analysis skills.

Tips for conductors:
- It is important to know in advance if participants received some answer from the influencer they contacted, in order to manage the time duration of the 'Changing mindset testimony' activity accordingly;   - For 'Changing mindset testimony' the conductor can find a own testimony or use the video recorded that can be found on the Wear(e)able Website toolbox (with English subtitles) [...link];   - For 'Influencer time activity' it is important not to judge and give indication on what is right or what is wrong, but rather ask participants about their thoughts. Here it is important to stimulate their critical thinking, their reflection and analytical skills. They should find 'their way' by themselves;   - After this activity, before the next one, it can be useful to give time for a little break to the participants.

Break/Icebreaker

Duration: 30 min.

Session objectives: - improve team building

             - increase awareness on the value we give to clothes

             - increase awareness on the strict connection between clothes and culture/social status/self-representation, etc

Materials: a bowl containing different quotes, sayings and proverbs regarding clothes usage and written in different folded pieces of paper. Each paper needs to contain just one saying or proverb.

Clothes in me

Preparation:

The chairs are placed in a half circle on one side of the room, in the centre of the room there is the prepared bowl with the quotes and sayings previously chosen and written on pieces of paper.

Instructions:

In couples or individually participants are asked to pick up a paper from the bowl. After that they have 1 minute to think about how to mimic it to the other participants. Then, in different turns, each participant or couple must mimic the saying to the other participants and these ones have to find out the right saying or

proverb. The winner of each turn takes the stage for the mimic or passes the turn to another participant or group that have/has not done the mimic yet.

Debriefing/discussion:

The conductor can ask them if they knew the saying, if they use/used it, if they know the history of the metaphor behind it and how they felt while mimicking it.

Tips for conductors:
• The conductor should be available for clarifying doubts on the sense of the quote or proverb if necessary, and to manage time lapse and turns for the mimic; • It could be interesting to have at participant's disposal some clothes and objects, contained in the chosen proverbs or quotes.

Session 2

Duration: 75 min. (45 minutes for the game + about 30 min. for debriefing)

Session objectives:

- increase awareness on fast fashion effect

- increase awareness on the polluting effect

- increase awareness on fast fashion production and business dynamics

- increase awareness on the role of buyers

- increase awareness on the importance of being informed before purchasing

- develop critical thinking, empathy and observation skills

Materials: printed profile roles for the game (Annex 2).

The right price

Preparation:

In the room there is a table with chairs all around, but one chair is placed a little further away from the rest. The conductor has all material already printed for the participants and he/she should already know which profile to assign to each participant.

Instructions:

This activity is a role play game where each participant has a specific role/personal profile and has to act accordingly. The game objective for all is to decide and agree on the price of a garment.

There are <u>consumers</u>, <u>producers</u>, <u>influencers</u>, <u>NGOs</u>, <u>a consumer trade association</u> and <u>observers</u> and the framework context in which the game move is the following:

'Altroconsumatore', national consumer trade association, is sensitive to ethics in the production cycle of consumables and last month set a round table to define the best economic value/price of some garments, a price that should stay from a minimum of 10 € and a maximum of 100€.

Today's object of discussion is a shirt, casual and colourful made with different materials (both natural and synthetic). All guests invited by Altroconsumatore Association to the round table are asked to discuss and find a value/price to the shirt, **agreed by everybody**.'

After this introduction participants have 10 minutes to read the assigned profile, ask the conductor for needed clarifications and suggestions in order to act properly and dissolve doubts.

On the base of the number of participants the distribution of role should be the following:

5 p. > 1 Association representative, 2 producers, 1 consumer/buyer, 1 observer

6 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 1 observer

7 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 2 observers

8 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 2 observers, 1 influencer

9 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 3 observers, 1 influencer,

10 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 3 observers, 1 influencer, 1 NGO

The role of the observer(s) is important as it will be fundamental for the debriefing moment. Concretely he/she has /they have to observe and record the following, from the most to the less important:

- force/power relationships among the different actors and the different roles
- argument that participants used and discussed during the round table and with respect of environmental, societal and economical sustainability
- main arguments brought by the participants to sustain their position on the price suggested and clarity and/or transparency in their statements
- changing minds and opinions during the round table
- emotional aspects emerged to sustain and promote their own position on the suggested price.

For this reason, they need to have a 'personal debriefing' with the conductor before the game starts, to know in advance whose profile has been assigned to whom, to be able to prepare its own paper and/or notes template (see example in Annex 2).

The role of 'Altroconsumatore' Association is to facilitate the discussion table (and act as kind of moderator) without influencing the discussion itself, he/she gives floor to those who have not spoken yet or invite others to intervene. His/her role is also to manage the time of the game, by reminding at least once half time has passed, at least around 15 minutes from the starting of the round table discussions, and 5 minutes before the end of the round table. He/she also has the task to record in a paper (see example in Annex 2) the price suggestions and changes of the guests and record the final decision to the price of the shirt once an agreement among participants is reached. If no agreement is reached that space will remain empty. Finally, the influencer will not have to agree on a price, rather they will have to choose the company to support after the discussion.

Debriefing/discussion:

Debriefing is based on the observer's findings and records. So, basically, after a few general questions by the conductor to all participants like 'How was it? Did you feel comfortable or not in your role? Did you experience different emotions? etc.', he/she starts asking information to the observer(s) on the observation elements given and opens discussion among participants to check if there is a match and eventually explanation on the way the discussion proceeded or the reason to a certain mood or answer or position, etc.

Tips for conductors:

- It is important to make sure that participants do not know the profile of other participants
- Participants need to prepare themselves well on the base of their profile and it could be useful for the conductor to assign specific roles to specific participants on the base of their personality and features;
- On the base of the n. of observers, the observing elements can be split in order to facilitate them in focusing better on a few ones. If there is just one observer, he/she can focus simply on the first 1 or 3 elements;
- In case of more than 10 participants, the conductor can form smaller groups or it can be interesting to increase the number for some role, for ex. in order adding: a different producer profile, another buyer or observer;
- This activity should be really stimulating, as a consequence, debriefing moment can take longer or need to be carefully guided to stay in the available time frame.

Ending session

Duration: 20 min.

Session objectives:

- systematize knowledge, ideas and emotions

- promote and encourage the use of the online learning platform MILES

- deconstruct the idea that sustainability cannot match with innovation

- deconstruct the idea that fast fashion effects are something far from us

Materials: coloured pencils, posters, post-its

A surprise bag for home

Each participant will receive a well closed surprise bag to be opened at home containing all material needed to construct their VR viewer, like Google Cardboard (see Annex 2). Inside the bag there will be instructions to assemble the parts, the link to the VR video to watch with their mobile phones, all related to the topic of protecting the environment by focusing and making them experience its values and wonderful aspects or focusing on the pollution problems of the seas and the rivers, like microplastic pollution. So, they are asked to open the surprise bag at home, assemble the VR viewer following the instructions and watch the assigned videos.

Fixing it & Debriefing

Preparation:

There are chairs posed in a circle for each participant and the conductor as well as all participants should be able to see a wall where there are 2 posters attached: in one there are 2 areas respectively named 'emotions' and 'knowledge', the other poster is named/labelled 'what do I want to change' (as in day 1).

Instructions:

Participants and the conductor are in a circle to see each other and in plenary discuss the main findings and main inputs gained in this day's activity. Everything is done throughout guiding general questions posed by the conductor, like 'Do you think you learned something new? Is there something that you did not expect to see/discover? What was the most interesting or surprising thing?'

After that, like the ending session of day 1, participants are asked to write (either directly on them or using post-its) on poster 1 about emotions they have felt and interesting inputs and knowledge they believe they will treasure and, on poster 2, what they would like to change of their behaviours, based on the new knowledge they have acquired during the second day of the workshop.

DAY 3

(Giving Inspiration for action)

Stater/Icebreaker

Duration: 15 min.

Session objectives:

                 - develop creative thinking

                 - develop problem solving skills

                 - develop communication skills

Materials: coloured pencil and paper, mobile phones of participants

The creative painter

Preparation:

There are enough chairs for each participant. The chairs are divided for two groups and placed back-to-back. On each chair there is a paper and a coloured pencil.

Instructions:

Participants are divided into couples and choose who is A and B and need to sit down on the chairs sitting back-to-back. Then they are asked to individually look for any picture they want (not necessarily connected to the specific topic) in their mobile phone, without showing it to their game partner. First, participants A have to describe the chosen pictures to their participants B without naming the things and objects and persons. Participants B try to draw the described picture. After that, the drawings will be checked in the plenary. Then in the second round the roles are inverted, so participants B describe the picture to participants A without naming things, objects and persons, and A have to draw it. After that, the drawings will be checked in the plenary.

Debriefing/discussion:

It could be interesting to give floor to each couple to say something about the strategy adopt to describe the chosen picture, the most difficult moment, etc.

Tips for conductors:

- Another version of the game is to give previously chosen pictures to participants. In any case, we would suggest the conductor to choose nice colourful images, not necessarily related to the topic, due to the fact that this activity aims at just stimulating creativity and mind elaboration strategies;

- As an option, the conductor can ask participants to identify the most representative drawings with respect to the original and claim the winner of the game.

Session 1

Duration: 45min

Session objectives:

- develop and improve critical thinking

- develop and improve communication skills

- develop problem solving skills

- develop creative thinking

Materials: tables and chairs, A2 white papers for each table; 4 types of black cardboard strips with different sizes (1: 20cmx3cm; 2°: 45cmx1.5cm; 3rd: 30cmx4cm; 4°: 15cmx2.5cm), a stapler and a stick glue for each participant, or eventually a stapler and a glue stick per table.

Shhhh…art attack!

Preparation:

Few tables are placed separately in the room and enough chairs are placed around them. There is an A2 white paper placed in the centre of each table, and for each participant place there are 4 types of black cardboard strips with different sizes (1: 20cmx3cm; 2°: 45cmx1.5cm; 3rd: 30cmx4cm; 4°: 15cmx2.5cm), a stapler and a glue stick, or eventually a stapler and a glue stick per table to be shared among participants.

Instructions:

Participants are divided into small groups of 5/7 persons and sit around the tables. Now they are asked to create a work, a masterpiece that expresses the creativity of the group and the unique rule is to do it without speaking. Before starting, a few minutes are given to them to experience the cardboard, but attention: do not suggest what can be done with them but just and only how these pieces of paper are, flexible, can be rolled, folded, etc..

At the start, one participant on each table (who wants) will start by placing one of his/her pieces and staple it in the white sheet in the centre of the table. Then, one by one, the other participants will choose and fix one of their strips of black cardboard. Each participant will have 4 actions that will be played respecting the turns. The black stripes cannot be broken to form other stripes.

After the creative work, the group can exchange, share their experiences and give a title to the work to be presented in the plenary. After all presentations there is a small debriefing.

Debriefing/discussion:

The conductor can give some questions like "How was it? How has it gone? How was the masterpiece developed? Who started first? Are you satisfied? etc."

Tips for conductors:
• An option is to make debriefing questions after each masterpiece presentation; • After this session and before starting session 2 it can be useful to give a little break to the participants.

Session 2

Duration: 120 min. (20" phase 1, 100" phase 2)

Session objectives:

      - develop creative thinking capacities

      - develop problem solving skills

      - develop projecting skills

      - develop sense of initiative and entrepreneurship

      - develop sense of community and active citizenship

      - develop empathy and sense of responsibility

Materials: printed project template, post-its, paper, colours for fabric, coloured pencils, stapler, glue gun, old clothes, garments, scraps, 1 white posters (about 70*100cm) and the posters filled up during the closing session of day 1 and day 2 in the activity 'Fix it'.

How to…dress the change.

Preparation:

There are different tables with chairs placed in the room for group or individual work. On the tables there are few printed templates for idea development, colour pencils, white papers for notes and drafts. Moreover, the posters filled up during the closing session of day 1 and day 2 in the activity 'Fix it' are placed on a wall. There is also another separate table with different materials (garments, old clothes, scraps, glue gun, colours for fabric, etc.).

Phase 1

Participants have 5 minutes to look individually at all the things that emerged and were written in the 'fix it' posters of day 1 and day 2. Then, they have another 10 minutes to have another look only at the part of the poster related to 'What do I want to change to live in a more sustainable world?' and if they want, they can

add in a new white poster (previously attached near the others) something else, some other things, situations, people behaviours that they would change, especially related to the negative effects of fast fashion, microplastic pollution, etc.. But they are also asked to reflect and try to keep in mind what the origin of the things they want to change is/was.

Now, at this important stage, they are asked to write down on post-it all ideas that come into their mind to reach that change, to put a step forward and to go towards that change; they need to feel free to write down everything practical, theoretical, crazy and really concrete actions, everything that is fast and feasible and everything that seems impossible. In this stage the role of the conductor is important for stimulating them during this brainstorming of ideas with motivational statements, by encouraging them to play with their creativity; they should be stimulated in thinking at their idea starting a statement with 'What if….'

Phase 2

Once the brainstorming is finished, the conductor asks them to have a look at all ideas written on the post-its, then he/she asks them to choose one idea (any idea, no matter if it is another's one idea) and read it out loud. Now, they are asked to develop the idea they chose, they can work individually or in groups, if someone does not want to work alone, he/she can join someone else or another group or ask somebody to join him/her. It is important to have at the end at least in total 2 or 3 ideas developed.

The conductor now invites participants to sit down at the tables (one table, one idea development) and ask them to bring the idea development template (see Annex 3) to be used as a guide for developing their idea further, turn it into a project and clarify doubt when necessary. During the developing phase, the conductor passes around the working groups to check the starting phase and development process. Then, at the mid time, the groups stop their developing process for a while for a plenary explanation on what they are working on and to collect suggestions, feedback and ideas from all the other participants. After this sharing moment, they can go on with their projects for which they have at their disposal different materials, etc.

The conductor is available to help them, give support, give input if someone is or seems in difficulty etc. 10 minutes before the end, he/she gives notification of the remaining time if needed. After that the ideas will be presented in plenary.

Debriefing/discussion:

After the project presentation the conductor asks motivational and reflection questions like 'how do you feel in developing your idea? How would you intend to transmit it to your friends and peers? Do you think it is important that your idea for sustainability, like others, is important to be acted on? Do you think your potential role as promoter can cover and motivate others to be more sustainable? etc.'

Tips for conductors:

- During the idea brainstorming phase it would be nice to have a proper music background;
- During idea brainstorming we suggest the conductor be prepared with focused questions to stimulate their creativity at their highest potential.

Ending session

Duration: 20 min.

Session objectives:

- systematize knowledge, ideas and emotions

- promote and encourage participants to be active and peer guide

- develop self-assessment and self-evaluation skills

Materials: Fix it posters done on day 1 and 2, post-its and coloured pencil.

Final debriefing and evaluation

There are enough chairs for each participant placed in a circle, the cord with expectations hung up during the starter activity on day 1 and another cord (for expectations satisfied) hung up in the same way, and the 'fix it' posters on the wall.

Participants are asked to look at the 'fix it' posters and think about the activities done during the 3 days, maybe helping them to recall the activities and stimulating them to also recall some interesting moments. Who wants can give his/her opinions on the whole experience, give feedback on the activities, on the conduction etc. The conductor can give space here also for questions and doubts.

Then, the conductor asks them to look at their expectation's papers hung up on day 1 in the starter session, to take the expectations that have been satisfied and hang them up into the other cord. Finally, participants are also asked to think about if they gained something they did not think about or did not expect, write them on new post-its and hang them up in the cord of 'satisfied expectations'.

A brief discussion on the expectations and some final reflections can follow as closure of the whole path.

1.2 Workshop plan 2 – outdoor

DAY 1

(Giving Framework)

Starter/Icebreaker
Duration: 45 min.   **Session objectives:**   - getting to know to each other   - teambuilding   - approach the topic in a very superficial and gaming way   - identifying expectations   - recognising/identifying own opinions, habits, daily routine   **Materials:** paper, coloured pencils, tape, strings, posters, post-its, small clothespin (or similar), printed copies of the questionnaire (Annex 1).
Name game   If the participants do not know to each other, it is a good stater to make a couple of name game disposing <u>participants in circle</u>, like: • Say your name and an adjective whose first letter is the first letter of the name itself, like 'I'm Marco – magic';   • Say your name and do a movement, and after that all the other participants have to repeat it;   • In an imaginary square, participants walk around and meet each other. When presenting to each other, in pairs, with statements like 'Hi, I am Anna. Nice to meet you", there is a name exchange. The game goes on like this till the moment that all, or almost all participants will find his/her own name. After that there is a simple presentation of names in the circle by everybody.
Icebreaker   *Preparation*:   There is an imaginary line made with a cord or string, long enough to line up all participants.   *Instructions*:

Participants are required to execute the tasks given by the conductor, underlined without speaking. In the imaginary line they have to organize themselves on the line:

- in alphabetic order for the name;
- in the order from the smallest to the tallest;
- in the order from lighter eyes colour to the darker eyes colour;
- in the order from the farthest to the nearest address they live (in terms of n. of km);
- in order from the farthest to the nearest country of production of the t-shirt/top/jumper they wear (in terms of n. of km).

Debriefing/discussion:

The conductor can eventually make some questions like 'how was it? Did you find difficulties due to the fact that you had to perform without speaking? And what about the last task? Were all you able to find the country of production of your garments?'.

Assessment and Expectations

Preparation:

Printed questionnaire (Annex 1), pieces of paper in post-it size and shape, and a cord attached among two trees/branches or columns, a basket with small clothespins or similar.

Instructions:

For this activity participants are asked to reflect on their expectations, so first they must draw a cloth shape on the piece of paper. After that they are asked to individually think about their expectations for this 3 days-workshop and write them inside the cloth shape they draw. For each expectation one piece of paper is used.

Then, they have 10 minutes to fill up a questionnaire about their habits and feelings related to the topic. The questionnaire will be collected by the conductor.

Debriefing:

In plenary the conductor just asks if somebody wants to share his/her expectations. The conductor should try to stress common expectations among participants etc. in order to create a confidential mood and participatory setting.

Tips for conductors:
- You can find further name games at this link https://learningforchange.net/knowledge-base/icebreakers-and-name-games/;

- For the icebreaker further tasks can be given by the conductor to make it last a bit longer;
- It is possible to enlarge the debriefing by asking something about the questionnaire, with the main purpose to increase a more cooperative and participatory mood.

Session 1

Duration: 45 min.

Session objectives:

- approach the topic of sustainability

- develop and improve critical thinking

- develop and improve communication skills

- develop and improve self-analysis capacity

- develop team working and cooperation capacity

Materials: colour pencils, tape, post-its, 1 picnic blanket per group, 2 posters for the conductor, kind of biscuit plates (or white paper to draw on them), a flipchart if there is no wall or trees or columns.

Sustainable tea time

Preparation:

The picnic blankets are placed on the field/grass/floor, in the centre some colour pencils, papers and some post-its are placed. Something that recalls a biscuit plate is also placed in there. On a wall/flipchart/tree, that can be visible to everybody, there are already 2 posters attached.

Instructions:

Participants are divided in groups of 2 - 4 and are asked to sit down in circles around the picnic blanket and each participant is asked to draw his/her own cup of tea. Inside the shape of the individual cup they are asked to write down the most sustainable habits they apply daily or have applied. They should write at least 3 to 5 habits in about 5 minutes. Once they are done, they have further 15 minutes to share their habits among their groups and decide together the top 3 sustainable habits. These top 3 sustainable habits need to be written on the post-its and placed, in the centre of the poster, inside the biscuit plate.

Then each group briefly presents its teatime place and tries to explain the reasons why they have identified those habits as the most sustainable. These reasons are recorded in posts-it by the conductor in one of the posters previously hanged to the wall/flipchart/tree.

In the second part of the game, starting from the reason given on the post-its, the conductor will invite and guide participants to identify themselves 3 dimensions in which the reasons given could be potentially grouped in, for example by moving the posts-it in different areas of the poster. They have about 10 minutes

and once they are done, one elected representative of the group will explain the reasoning behind the grouping method they followed. Then the conductor will guide the participants to the recognition of the areas they identify with the 3 areas/dimensions of sustainability, that are environmental, social and economical, as shown in the picture.

After that the conductor draws on a new empty poster previously hanged up to the wall/tree, the 3 dimensions as 3 circles partially overlapping to each other, and labels them with the 3 dimension's names. Now he/she should pose a guiding/reflecting question and gives explanations about the impact that behaviours have on the three dimensions, giving a brief explanation about what 'sustainability' is as well.
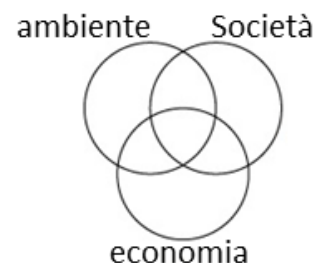
After that, the groups have 5 minutes to look again at their top 3 sustainable habits (identified in the beginning and placed in the biscuit plates), to think if there are other habits that are more sustainable or if there are up to further 2 sustainable habits that are worth to be picked up. Finally, each group presents their top 3 sustainable habits and together with the other participants discuss in which circle (or level) to put the chosen habits. In this phase it is important that young people think, discuss and share opinions on the impact of each habit in terms of environmental, social and economic habits. It can happen that they just fix the post-it in one of the circles, or on the overlapping part of 2, or maybe in the middle of the three, meaning that that the habit is sustainable for all the three dimensions.

Debriefing/discussion:

The conductor asks some questions like 'did you know about these 3 levels? Did you know about the concept and meaning of sustainability? Do you think there is a level more important than another? Do you think that your peers and friends generally reflect on their behaviour as you did now? How many of you indicated some habits related to fashion and clothes?

Tips for conductors:

- Do not worry if participants have difficulties in identifying the three categories, the objective is to make them reflect on the impacts of their own habits;
- If during the second part of the activity participants have difficulties to identify the 3 macro areas of sustainability (environment, society and economy) the conductor has the important role to help them and guide them to this identification. Eventually also by giving the solution;
- For an overview of the dimensions of sustainability and to better support the debriefing discussion, some useful hints and links have been included in the Annex 1 - day 1;

- During the debriefing, it could be useful at a certain point to guide the discussion also towards habits related to clothes and fashion, to approach more and more the topic and understand their perception about the impact of this industry;
- After this activity you can set a brief break for participants.

Break/Icebreker

Duration: 15 min.

Session objectives:

         - improve team building

         - increase self reflection

         - increase awareness on the concept of sustainability

Materials: a piece of paper and coloured pencils

Icebreaker

Preparation:

A big space where participants can stay in a circle

Instructions:

Participants have about 5 minutes to look for an object representing sustainability for them, in the environment all around and pick it up, if possible, or represent/draw it on a paper. After that they will sit again in a circle and one by one explains why they chose that object as representative.

Debriefing/discussion:

Was it difficult? Do you think you would have picked up something different that you could not find here? Why? Would you choose someone else's object? Is there something missing on your object?

Tips for conductors:

- If the place is not offering that much you can eventually bring a basket with different objects inside;
- A version of this activity can be made just with images.

Session 2

Duration: 60 min.

Session objectives:

         - increase awareness on fast fashion effects

-increase awareness on the effects of pollution

- deconstruct the idea that 'sustainable cloths' are old, not coloured, not fashionable

- develop critical thinking and empathy and observation skills

Materials: Actionbound App downloaded on participants' mobile phones; participant mobile phones; Actionbound challenge (Annex 1).

Let's do that!

Preparation:

Young people are divided into groups or play as individuals to play a kind of challenge mixed with a treasure hunt via the Actionbound App (it is free to download). It is a very simple App used to create versatile treasure hunts and also learning challenges or team-building activities, so we propose to educators, readers, teachers and youth workers to use this tool also for other activities.

At this link [...link…] you can find a base Actionbound created for the project. You can use it as it is (we created a standard challenge ready to be used or to get inspiration to create your own challenges. Once the 'treasure hunt' is ready the conductor downloads or prints the QR code to make the game available.

Depending on the place the group is, the treasure hunt can be created to be more static or more dynamic.

Instructions:

The conductor will check if all participants have a full battery and mobile phone ready for the activity, then ask them to scan the QR code or click the link received. After that he/she explains a few things about the challenge and the way to ask for support (via sms, call or infopoint). After that participants can start the challenge.

Debriefing/discussion:

Conductor asks questions like 'how did you feel? Was it difficult? There was some task that impressed you more than others? There were some tasks that you did not expect? Do you want to share any findings?

Tips for conductors:

- Check and support participants with the App or link;
- If you intend to create your own challenges, try to create the bonds matching natural elements with the topic of sustainable cloth or its counterparts (fast fashion, plastic in garments, pollution, etc.), and mixing 'practical' challenges, with something that needs more 'reflecting' moments;
- Remember, also participants can make pictures to send to the coordinator in the role of bound spot/infopoint;

- It can be interesting and motivating to give a reward to the winner(s).

Ending session

Duration: 20 min.

Session objectives:

- systematize knowledge, ideas and emotions

- promote and encourage information collection and research

- develop analysis and critical thinking skills

Materials: coloured pencils, at least two posters, posts-it

Contact your influencer!

In a circle participants are asked to think about influencers they follow (not necessarily fashion influencers), to find out some local or reachable influencer they know (or a reachable new one that could be interesting to them), but also not so easily reachable influencers, and pose them all the same questions of the <u>same self-assessment they did at the beginning of the day (starter session)</u> and record in some way their answers if they will answer, and bring these answer in day 2. They are free to also ask other things connected to the topic of sustainable fashion if they want. In case they cannot reach out to any influencer they are required to ask the questions of at least two people among their acquaintances and friends/relatives.

Fix it & debriefing

Preparation:

Participants are in a circle or half circle and in the middle, there are 2 posters: in one there are 2 areas respectively named 'emotions' and 'knowledge', while the other poster is named/labelled 'what do I want to change to live in a more sustainable world?'.

Instructions:

Participants and conductors are in a circle to see each other and in plenary discuss the main findings and main inputs gained in this day's activity. Everything is done with guiding general questions posed by the conductor, like 'Do you think you learned something new? Is there something that you did not expect to see/discover? What was the most interesting or surprising thing?'.

After that, participants are asked to write (either directly on them or using post-its) on poster 1 about emotions they have felt and interesting inputs they believe they will treasure and, on poster 2, what they

would like to change of their behaviours to live in a more sustainable world, based on the new knowledge they have acquired during the first day of the workshop.

At the end of the day, participants are provided with the link to the platform MILES where they are invited to assess and deepen the topic of sustainable fashion.

DAY 2

(Giving Framework and Inspiration)

Stater/icebreaker

Duration: 15 min.

Session objectives:

        - recall some input gained from the previous activity day

        - develop reflection and critical thinking

        - increase awareness about their knowledge about the clothes they daily wear

        - warm-up and preparing communication and empathy channels for the next part

Materials: 4 pieces of paper in which are written respectively the 4 cardinal points.

Where do my clothes come from?

Preparation:

On the floor/grass on a wider space the papers with the cardinal points will be placed in the right position. The conductor will place him/herself in a space area that should correspond to the country the group lives in.

Instructions:

Participants are in a circle and the conductor asks them to think if they know where their clothes come from, and exactly where they are produced. After that he/she places the 4 papers with the cardinal points on the floor and puts him/herself in a space that should correspond to the country the group lives in.

After that participants are asked in 4 different rounds to place themselves in an area that should correspond to the country of production of his/her cloth. In the first round the participants are asked about the country of production of the upper cloth (like t-shirt, shirt, top,..), in the second round about the bottom cloth (like trousers, jeans,..), the third about the socks, and the fourth about the underwear. To accomplish the tasks they can check at their clothes label, they can help each other to look at the labels or go in private space to

look at them by themselves. If somebody does not know where to go, because he/she does not know the country of production, simply stays outside of the imaginary world map.

Debriefing/discussion:

Could be useful at the end to ask participants to sit down in a circle and make them reflect on how much of them do not know where their clothes are produced, if they wish to have this information as if they are reflecting on food they eat, or water they drink, and ask them their opinion and if they would like to know the country of production and why, if they were surprised about some results and placements.

Tips for conductors:

- To make even more visible the distances from 'production' to 'consumption' it could be useful to stand a string from the country of production to the country or regions of residence, so from some participants to the conductor that should be placed in the country of consumption;
- It could be interesting to ask them about the brands of the clothes they wear during the activity, and maybe list them in a simple paper hanging up in a visible part, to make them reflect on how far away the brands produce their clothes.

Session 1

Duration: 1h

Session objectives:

- develop and improve critical thinking

- develop and improve communication skills

- develop and improve self-analysis capacity

- develop self-awareness on the role and own perception on the influencers

- improve awareness on opportunities for sustainable clothing

Materials: if the influencer cannot participate in person there is the need of a pc or the participants' mobile phones, plus mobile data, and eventually answers gathered by the participants from the influencer they contacted.

Changing mindset testimony

Preparation:

Participants sit down in a half circle and there is a place reserved for the guest if he/she can come in person or a pc or each participant with his/her mobile phone. If there are difficulties in finding a testimony, see 'tips for conductors' for alternatives, at the end of this session.

Instructions:

During this activity, a young testimony/influencer will interact with the group of young people, he/she will explain his/her experience with sustainable behaviours, the opportunity behind acting and choosing consciously in daily routine. They can ask the self-assessment questions (day 1-second part of the starter session) or other questions they want. They should feel free to exchange opinions, ideas, doubt and whatever comes into their minds about the topic of sustainability and especially sustainability in clothes.

Influencers time!

Preparation:

Now participants are in a circle.

Instructions:

Participants are asked to share the answers given by the influencers, friends, family members and acquaintances they contacted. The discussion could start by analysing answers given, thereby the conductor should facilitate the exchange and the discussion and can make questions to make participants reflect, find their own perception of things and their own opinion on the statements collected.

Debriefing/discussion:

The conductor here could make a debriefing that is functional to both activities by asking participants if they expected such answers from the testimony/influencer. It is important to not judge and give input on what is right or what is wrong, but rather ask participants what they think about a statement or an answer given, if they agree or not and why, if they expected a different answer or position, if what declared by their influencer or the testimony, is in line or not with their thoughts or opinions. So, in this phase it is important to stimulate their critical thinking, their reflection and analysis skills.

Tips for conductors:
- It is important to know in advance if participants received some answer from the influencer they contacted, in order to manage the time duration of the 'Changing mindset testimony' activity accordingly;
- For 'Changing mindset testimony' the conductor can find a own testimony or use the video recorded and can be found on the Wear(e)able Website toolbox (with English subtitles) [...link..];
- For 'Influencer time activity' it is important to not judge and give indication on what is right or what is wrong, but rather ask participants about their thoughts. Here it is important to stimulate

their critical thinking, their reflection and analysis skills. They should find 'their way' by themselves;

- After this activity, before the next one, it can be useful to allow a little break for the participants.

Break/Icebreaker

Duration: 30 min.

Session objectives:

- improve team building

- Increase awareness on the value we give to clothes

- Increase awareness on the strict connection between clothes and culture, social status/self-representation, etc

Materials: a bowl containing different quotes, sayings and proverbs using clothes previously searched and selected by the conductors and written in different folded pieces of paper. Each paper needs to contain just one saying or proverb.

Clothes in me

Preparation:

In the centre of an imaginary circle there is a bowl with the quotes and sayings written in a piece of papers.

Instructions:

In couple or individually participants must pick up a paper containing a quote or a saying. After that they have 1 minute to think about how to mimic it to the other participants. Then, in different turns each participant or couple must mimic the saying to the other participants and these ones have to find out the right saying or proverb. The winner of each turn takes the stage for the mimic or passes the turn to another participant or group that has not done the mimic yet.

Debriefing/discussion:

The conductor can ask them if they know the saying, if they use/used it, if they know the history of the metaphor behind it and how they felt in mimicking it.

Tips for conductors:

- The conductor should be available for clarifying doubts on the sense of the quote or proverb if necessary, and to manage time lapse and turns for the mimic;

- It could be interesting to have at participant's disposal some clothes and objects, contained in the chosen proverbs or quotes.

Session 2

Duration: 75 min. (45 minutes for the game + about 30 min. for debriefing)

Session objectives:

        - increase awareness on fast fashion effect

        - increase awareness on the polluting effect

        - increase awareness on the fast fashion production and business dynamics

        - increase awareness on the role of buyers

        - increase awareness on the importance being informed before purchasing

        - develop critical thinking and empathy and observation skills

Materials: printed profile roles for the game (Annex 2) and printed sheet for respectively observer and Altroconsumatore Association.

The right price

Preparation:

There is a big picnic blanket (or more smaller picnic blanket placed one next to the other) and the conductor has all material already printed for the participants. The conductor should already know which profiles to assign to each participant.

Instructions:

This activity is a role play game where each participant has a specific role/person profile and must act accordingly, and where the pure game objective for all is to decide and agree on the price of a garment.

There are buyers, producers, influencers, NGOs, a consumer trade association and observers and the framework context in which the game move is the following:

'Altroconsumatore', national consumer trade association, is sensitive to ethics in the production cycle of consumables and last month set a round table to define the best economic value/price of some garments, a price that should stay from a minimum of 10€ and a maximum of 100€.

 Today's object of discussion is a shirt, casual and coloured made with different materials (both natural and synthetic). All guests invited by Altroconsumatore Association to the round table are asked to discuss and find a value/price to the shirt, agreed by everybody.'

After this introduction participants have 10 minutes to read the assigned profile, ask the conductor for clarification and suggestion in order to act properly and dissolve doubt.

On the base of the number of participants the distribution of role should be the following:

5 p. > 1 Association representative, 2 producers, 1 consumer/buyer, 1 observer

6 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 1 observer

7 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 2 observers

8 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 2 observers, 1 influencer

9 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 3 observers, 1 influencer,

10 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 3 observers, 1 influencer, 1 NGO

The role of the observer is important as it will be fundamental for the debriefing moment. Concretely he/she must observe and record the following, from the most to the less important:

- force/power relationships among the different actors and the different role
- argument that participants as used and discussed on during the round table and with respect of environmental, societal and economical sustainability
- main arguments brought by the participants to sustain their position on the price suggested and clarity and/or transparency in their statements
- changing mind and opinion during the table round
- emotional aspects emerged to sustain and promote their own position on the suggested price.

For this reason, they need to have a 'personal debriefing' with the conductor before the game starts, to know in advance whose profile has been assigned to whom, to be able to prepare its own paper and/or notes template.

The role of 'Altroconsumatore' Association is to facilitate the discussion table without influencing the discussion itself, he/she gives floor to those who have not spoken yet or invite others to intervene. His/her role is also to manage game timer, by reminding at least once half time has passed, at least around 15 minutes from the starting of the round table discussions, and 5 minutes before the end of the round table. He/she also has the task to record in a paper (see Annex 2) the price suggestion and changes of the guests and record the final decision to the price of the shirt once an agreement among participants is reached. If no agreement is reached, that space will remain empty. Finally, the influencer will not have to agree on a price, rather they will have to choose the company to support after the discussion.

Debriefing/discussion:

Debriefing is based on the observer findings and record, so basically conductor after few general questions to all participants like 'How it was? Did you feel comfortable or not in your role? Did you experience different emotions? Etc.' starts asking information to observers on the observation element given an open discussion among participants to check if there is a match and eventually explanation on the way the discussion proceeded or the reason to a certain mood or answer or position, etc.

Tips for conductors:

- It is important to make sure that participants do not know the profile of other participants
- Participants need to prepare themselves well on the base of their profile and could be useful for conductor to assign specific role to specific participant on the base of their personality and features;
- On the basis of the n. of observers, the observing elements can be split to facilitate them in focusing better on a few ones. If there is just one observer, he/she can focus simply on the first 1 or 3 elements;
- In case of more than 10 participants, conductors can form smaller groups or can be interesting to increase the number for some role, for ex. In order adding: A different producer profile, another buyer or observer;
- This activity should be really stimulating for consequence debriefing moments can take longer or need to carefully be guided to stay on the time available.

Ending session

Duration: 20 min.

Session objectives:

         - systematize knowledge, ideas and emotions

         - promote and encourage the use of the online learning platform MILES

         - deconstruct the idea that sustainability cannot match with innovation

         - deconstruct the idea that fast fashion effects are something far from us

Materials: coloured pencils, posters, post it

A surprise bag for home

Each participant will receive a well-closed surprise bag to be opened at home and containing all material needed to construct their VR viewer, like Google Cardboard (see Annex 2). Inside the bag there will be instructions to assemble the parts, the link to the VR video to watch with their mobile phones, all related to

the topic of environment need of protection by focusing and making them experience its values and wonderful aspects or focusing on pollution problems of the seas and the rivers, like microplastic pollution.

So, they are asked to open a surprise bag at home, assemble the VR viewer following instructions and watch the assigned videos.

Fix it and Debriefing

Preparation:

Participants are in a circle or in a half circle and in the middle, there are 2 posters: in one there are 2 areas respectively named 'emotions' and 'knowledge', on the other poster is named/labelled 'what do I want to change to live in a more sustainable world?' (as in day 1).

Instructions:

Participants and the conductor are in a circle to see each other and in plenary discuss the main findings and main input gained in this day's activity. Everything is done throughout guiding general questions posed by the conductor, like 'Do you think you learned something new? There was something that you did not expect to see/discover? What was the most interesting or surprising thing?'

After that participants are asked to write (either directly on them or using post-its) on poster 1 about emotions they have felt and interesting inputs and knowledge they believe they will treasure and, on poster 2, what they would like to change of their behaviour to live in a more sustainable world.

DAY 3

(Giving Inspiration for action)

Stater/icebreaker
Duration: 15 min.

Session objectives:
 	
    - develop creative thinking.
    - develop problem solving skills
    - develop communication skills
 	
Materials: coloured pencil and paper

The creative painter

Preparation:

Here and there in an imaginary big circle are placed 2 papers and 2 colour pencils.

Instructions:

Participants are divided in pairs and choose who is A and B and need to sit down on the floor/grass sitting back-to-back. Then they are asked to individually look for any picture they want (not necessarily connected to the specific topic) in their mobile phone, without showing it to their game partner. First, participants A have to describe the chosen pictures to their participants B without naming the things and objects and persons. Participants B try to draw the described picture. After that, the drawings will be checked in the plenary. Then in the second round the roles are inverted, so participants B describe the picture to participants A without naming things, objects and persons, and A have to draw it. After that, the drawings will be checked in the plenary.

Debriefing/discussion:

It could be interesting to give floor to each couple to say something about the strategy adopted to describe the chosen picture, the most difficult moment, etc.

Tips for conductors:

- Another version of the game is to give previously chosen pictures to participants. In any case we would suggest to the conductor to choose nice colourful images, not necessarily related to the topic since this activity aims at stimulating creativity and mind elaboration strategies.
- As an option, the conductor can ask participants to identify the most representative drawings with respect to the original and claim the winner of the game.

Session 1

Duration: 45h

Session objectives:

         - develop and improve critical thinking

         - develop and improve communication skills

         - develop problem solving skills

         - develop creative thinking

Materials: 1 picnic blanket each group of 3/4, A2 white papers for each picnic blanket; 4 format of black cardboard strips with different sizes (1st: 20cmx3cm; 2nd: 45cmx1.5cm; 3rd: 30cmx4cm; 4th: 15cmx2.5cm), a stapler and a stick glue for each participant, or eventually a stapler and a glue stick per picnic blanket.

Shhhh…art attack!

Preparation:

Few picnic blankets are placed all around the area of activity. There is a A2 white paper placed in the centre of the blanket, and for each participant place there are 4 types of black cardboard strips with different sizes (1st: 20cmx3cm; 2nd: 45cmx1.5cm; 3rd: 30cmx4cm; 4th: 15cmx2.5cm), a stapler and a glue stick, or eventually a staple and a glue stick per blanket, to be shared among participants..

Instructions:

Participants are divided into small groups of 5/7 persons and sit around in a circle on the blanket. Now they are asked to create a work, a masterpiece that expresses the creativity of the group and the unique rule is to do it without speaking. Before the start, a few minutes are given to them to experience the cardboard, but attention: do not suggest what can be done with them but just and only how these pieces of paper are, flexible, can be rolled, folded, etc..

At the start, one participant on each blanket (who wants) will start by placing one of his/her pieces and stapler at it in the white sheet in the centre of the blanket. Then one by one the other participants will choose and fix one of their strips of black cardboard. Each participant will have 4 actions that will be played respecting the turns. The black stripes cannot be broken to form other stripes.

After the creative work, the group can exchange their experience and give a title to the work to be presented in plenary. After all presentations there is a small debriefing.

Debriefing/discussion:

Can give some questions like "How was it? How has it gone? How was the masterpiece developed? Who started first? Are you satisfied? Etc."

Tips for conductors:
- An option is to make debriefing questions after each masterpiece presentation;
- After this session, before starting session 2 it can be useful to give a little break to the participants.

Session 2

Duration: 120 min. (20" phase 1, 100" phase 2)

Session objectives:

        - develop creative thinking capacities

- develop problem solving skills

- develop projecting skills

- develop sense of initiative and entrepreneurship

- develop sense of community and active citizenship

- develop empathy and sense of responsibility

Materials: printed project template, post-its, paper, colour for fabrics, glue gun, old clothes, garments, scraps, 1 white poster (about 70*100) and the posters filled up during the closing session of day 1 and 2 in the activity 'Fix it', and a flipchart (if there is no wall or trees).

How to…dress the change

Preparation:

There are different picnic blankets placed in the field in the area, for group or individual work. In the middle of the blankets there are few printed templates for idea development, colour pencils, white papers for notes and drafts. Moreover, the posters filled up during the closing session of day 1 and day 2 in the activity 'Fix it'. There is also another separate blanket with different materials (garments, old clothes, scraps, glue gun , colours for fabric, etc.).

Phase 1

Participants have 5 minutes to take a look individually at all the things that emerged and were written in the 'fix it' posters of day 1 and 2. Then, they have another 10 minutes to have another look only at the part of the poster related to 'What I want to change ' and if they want, they can add directly in a new white poster (previously attached near to the others) something else, some other things, situations, people behaviour, especially related to the negative effects of fast fashion, micro-plastic pollution etc. that they would change. But they are also asked to reflect and try to keep in mind what is the origin of the things they want to change.

Now, at this important stage, they are asked to write down in post-it and attach them to the flipchart (or wall or trees) all ideas that came into their mind to reach that change, to put a step forward to go towards that change; they need to feel free to write down everything practical, theoretical, crazy and really concrete actions, everything that is fast and feasible and everything that seems impossible. In this stage it is important the role of the conductor to stimulate them even during this brainstorming of ideas with motivational statements, by encouraging them to play with their creativity, they should be stimulated in thinking at their idea by starting a statement with 'What if….'

Phase 2

Once the brainstorming is finished, conductors ask them to have a look at all ideas written on the poster, then he/she asks them to choose one idea (any idea, no matter if it is another's idea) and read it outloud. Now, they are asked to develop the idea they chose, they can work individually or in a group, if someone does not want to work alone can join someone else or another group or ask somebody to join him/her. Important is to have at the end at least, in total 2 or 3 ideas developed.

The conductor now invites participants to sit down on the tables (one table, one idea development) and ask them to bring the idea development template (see Annex2) to be used as a guide for developing their idea, turn it into a project and clarify doubt when necessary. During the developing phase conductors pass around the working groups to check the starting phase and development process. Then, at the mid time, the group stops their developing process for a while for a plenary explanation on what they are working on and to collect suggestions, feedback and ideas from all the other participants. After this sharing moment, they can go on with their projects for which they have at their disposal different materials, etc.

Conductors are available to help them, give support, give input if someone is or seems in difficulty etc. 10 minutes before the end, he/she gives notification of the remaining time if needed. After that ideas will be presented in plenary.

Debriefing/discussion:

After the project presentation conductor asks motivational and reflection questions like 'how do you feel in developing your idea? How do you intend to transmit it to your friends and peers? Do you think it is important that your idea for sustainability, like others, is important to be acted on? Do you think your potential role as promoter can cover and motivate the other to be more sustainable? etc.'

Tips for conductors:
- During the idea brainstorming phase it would be nice to have a proper music background;   - During idea brainstorming we suggest conductors be prepared with focused questions to stimulate their creativity at their highest potential.
Ending session

Duration: 20 min.
 	
Session objectives:
 	
       - systematize knowledge, ideas and emotions
 	
       - promote and encourage participants to be active and peer guide
 	
       - develop self-assessment and self-evaluation skills
 	
Materials: 'Fix it' posters done in day 1 and 2, post-its and coloured pencil

Final debriefing and evaluation

Participants sit down in a circle, there is the cord with expectations hung up during the starter activity in day 1 and another cord hung up in the same way and the 'fix it' poster on the wall (if there is no wall, or trees, etc, the cord can be placed on the grass/floor).

Participants are asked to look at the 'fix it' posters and think about the activities done during the 3 days, maybe helping them to recall the activities and stimulating them to also recall some interesting moments. Who wants can give his/her opinions on the whole experience and give feedback on the activities, the conductor(s) etc.. The conductor can give space here also for questions and doubts.

Then, the conductor asks them to look at their expectation's papers hung up on day 1 in the starter session, to bring the expectations that have been satisfied and hang them on the other cord Finally, participants are asked to think about if they gained something they did not think about or did not expect, write them on a new pos-it and hang them up in the cord of satisfied expectations.

1.3 Workshop plan 3 - online

DAY 1

(Giving Framework)

Stater/Icebreaker

Duration: 45 min.

Session objectives:

         - getting to know to each other

         - teambuilding

         - approach to the topic in a very superficial and gaming way

         - identify expectations

         - recognising/identify own opinions, habits, daily routine

Materials: nothing particular

Name game

If the participants do not know each other, it is a good starter to make a couple of name games, like:

- say your name and an adjective whose first letter is the first letter of the name itself, like 'I'am Magic Mark'. Before another one goes on, he/she repeats the one who's gone before them.
- say your name and do grimace or funny face, and after that all the other participants have to repeat it;
- say your name, surname, age and hobby and pass the turn for presentation to someone that has at least one thing in common with you (something related to the presentation or something that is visible on the screen, for example the colour of the hair, glasses, etc.)

Icebreaker

Preparation:

Participants have 5 minutes to think about 1 lie and 2 truths related to their daily life and specifically related to daily habits or facts related to daily habits (for ex. 'I drink water just in a glass bottle', 'I eat meat every day', 'I make my toothpaste by myself'...)

Instructions:

Each participant says his/her 3 daily life habits and the other have to guess which of these is the lie. If somebody finds the lie, he/she is the next one, if not, the player will choose the next one to play.

Debriefing/discussion:

At the end the conductor can eventually make some questions like 'how was it? Was it difficult? Which habits was the strangest? How did you try to understand which was the lie and the truth? What were your strategies?

Assessment and Expectations

Preparation:

Online survey previously prepared, based on the given questions for self-assessment in Annex 1, important to set notification with reception of a copy of the answers given. Useful tools can be Google Forms, Survio, etc. and an online whiteboard previously prepared (useful tools can be Google Jamboard, Mural, …).

Instructions:

Participants are asked to individually think about their expectations for this workshop and write them on a 'virtual' post-it created on the whiteboard. Attention: one expectation, one post-it.

Then, they have 10 minutes to fill up the online self-assessment previously prepared about their habits and feelings related to the topic. A copy with answers given, will be sent via email or if it is not possible to set this function, the conductor will send it.

Debriefing/discussion:

In plenary the conductor just asks if somebody wants to share his/her expectations. The conductor should try to stress common expectations among participants etc. in order to create a confidential mood and participatory setting.

Tips for conductors:
- You can find further name games adaptable to online setting at this link https://learningforchange.net/knowledge-base/icebreakers-and-name-games/ ;
- For the icebreaker further tasks can be given by the conductor to make it last a bit longer;
- It is possible to enlarge the debriefing by asking something about the questionnaire, with the main purpose to increase a more cooperative and participatory mood.

Session 1

Duration: 45 min.

Session objectives:

     - approach the topic of sustainability

     - develop and improve critical thinking

     - develop and improve communication skills

- develop and improve self-analysis capacity

- develop team working and cooperation capacity

Materials: nothing particular, some online tools (see Annex 1 for examples) that function like a whiteboard, and eventually paper and pencils for participants.

Sustainable teatime

Preparation:

Different whiteboard files are prepared for each small group, plus 2 more are prepared for the conductor. Participants may need some paper and pencils for themselves to take note.

Instructions:

All participants in plenary receive instruction for the activity and then they are divided in groups of 2/4 and invited to work in different 'online separated rooms' with their own specific whiteboard. Then they have about 5 minutes to draw their own cup of tea on the whiteboard if possible, or to create a big post-it. Inside the shape they must write down the most sustainable habits they apply daily or have applied. They should write at least 3 or 5 habits. Once they are done, they have further 15 minutes to share their habits among the other participants in the room and decide together the top 3 sustainable habits. These top 3 sustainable habits need to be written in a different colour post-it and placed in the centre of the board.

The conductor will close the rooms and ask each group to briefly present in plenary what they decided to put in the top 3 habits list, and also try to explain the reasons why they have identified those habits as the most sustainable. These reasons are recorded by the conductor in a separated and dedicated whiteboard.

In the second part of the game, starting from the reasons given on the post-its, the conductor will open his/her whiteboard with these records, share the screen to make it visible for all participants, and facilitate and guide participants to identify different themselves 3 dimensions of sustainability in which the reasons given and recorded by the conductor could be potentially grouped in, for example by moving them in different areas of the whiteboard. Participants have about 10 minutes and once they are done, one elected representative of the group will explain the reasoning behind the grouping method they followed.   Then the conductor will guide the participants to the recognition of the areas they identified with the 3 areas of sustainability, that are environmental, social and economical , as shown in the picture.
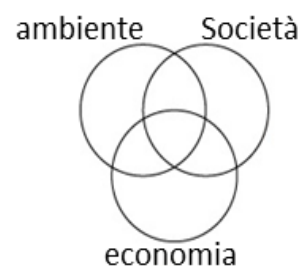
After that, the conductor draws on a new empty whiteboard the 3 dimensions as 3 circles partially overlapping to each other and labels them with the 3 dimension's name. Now he/she should pose

guiding/reflecting questions and give explanations about the impact that behaviours have on the three dimensions, giving a brief explanation about what 'sustainability' is as well.

After that, the groups have 5 minutes to look again at their top 3 sustainable habits (they identified at the beginning and placed in the centre of the whiteboard), think if there are other habits that are more sustainable or if there are up to further 2 sustainable habits that are worth to be picked up. Finally each group presents their top 3 sustainable habits and together with the other participants discuss in which circle (or level) to put the chosen habits. In this phase it is important that young people think, discuss and share opinions on the impact of each habit in terms of environmental, social and economic level. It can happen that they just fix the post-it in one of the circles, or on the overlapping part of 2, or maybe in the middle of the three, meaning that this habit is sustainable for all the three dimensions.

Debriefing/discussion:

The conductor asks some questions like 'did you know about these 3 levels? Did you know about the concept and meaning of sustainability? Do you think there is a level more important than another? Do you think that your peers and friends generally reflected on their behaviour as you did now? How many of you indicate some habits related to fashion and clothes?

Tips for conductors:

- Do not worry if participants have difficulties in identifying the three categories, the objective is to make them reflect on the impacts of their own habits.
- If during the second part of the activity participants have difficulties to identify the 3 macro areas of sustainability (environment, society and economy) the conductor has the important role to help them and guide them to this identification. Eventually also by giving the solution.
- For an overview of the dimensions of sustainability and to better support the debriefing discussion, some useful hints and links have been included in the Annex 1 - day 1.
- During the debriefing could be useful at a certain point to guide the discussion also toward habits related to clothes and fashion, to approach more and more the topic and understand their perception about the impact of this industry.
- After this activity you can set a brief break for participants.

Break/Icebreaker

Duration: 15 min.

Session objectives:

- improve team building

- Increase awareness on the value we give to clothes

- Increase awareness also on the lifecycle of our clothes

Materials: a bingo card where sustainable habits (the same version for every participant).

Icebreaker

Preparation:

Every participant receives the link to the bingo card. https://mfbc.us/m/sgnbsux https://mfbc.us/m/uyme42j Note that every link has only 30 cards for free; in the annex you will find the image of how a bingo card should look like.

Instructions:

The conductor splits the participants in small groups (breakout rooms). In every room, a participant will share the screen and read out loud the habits contained in the bingo card and then, every participant, if they use to have those habits, will cross them out. After reading all the habits, every room will identify the winner of the room based on the numbers of habits crossed on the bingo card. Once back in the main room, there will be the election of the winner of the winners. The game is not just meant to see who has more sustainable habits, but it wants to stimulate the discussion in the small groups. So, before splitting the participants in rooms/groups, the conductor will have to emphasize the aim of the activity and persuade the participants to discuss about the habits in groups.

Debriefing/discussion:

Did you enjoy the game? Are there some habits you did not know? Does somebody want to tell us his/her experience? How often do you reflect on your habits? How important is sharing with peers habits?

Tips for conductors:

- It is important to make participants feel confident in expressing their behaviour, so we suggest the conductor give examples from his/her experience if there is the need to further break the ice or even play the game.

Session 2

Duration: 60 min.

Session objectives:

- increase awareness on fast fashion effect

- Increase awareness on the polluting effect

- Deconstruct the idea that 'sustainable cloth' are old, not coloured, not fashion

- Develop critical thinking and empathy and observation skills

Materials: images files and link on Menti website (Annex 1), mobile phones (each participant with his/her own mobile phone).

The power of images

Preparation:

Participants are online and they need their mobile phone during the activity. Before the start of the activity, the conductor needs to have prepared the Poll.Ev or similar tool using the images given at this link. The conductor provides participants with the link to Poll.Ev or similar tool where they have to connect.

Instructions:

The conductor will show a series of images to the participants by sharing the screen. For each image they all have a couple of minutes to individually type on the Poll.Ev or similar tool the first things/impressions/thoughts that come to their minds while looking at the pictures. Once all the participants will have replied, after every image, the conductor will shortly go through the results of Poll.Ev or similar tool and stimulate a brief sharing moment.

After the roundup of all the images, the conductor will show the images again, one by one, starting from the very first one, but this time the conductor will also show what we do not directly see about the images (a kind of "behind the scene"; i.e. the first image can be a fancy t-shirt and the second image the unsustainable chain of production behind it) and guides participants with reflection questions after each slide, in order to work on their sense, empathy, perceptions, knowledge and critical thinking.

Debriefing/discussion:

Debriefing is made during the second phase of activity when participants will review the images, but at the end the conductor can eventually ask some other questions to understand their feelings, to check if they expected this 'behind the stage' or 'counterparts', if they have ever thought or reflected on these other aspects of sustainability or clothing production etc.

Tips for conductors:

- Check and support participants in logging in and using the Poll.Ev or similar tool;
- If there is any problem using the Poll.Ev or similar tool, you can adapt the activity and use the complete presentation available here.
- In the Annex 1 you will find some interesting suggestions for stimulating the reflection on the images.

Ending session

Duration: 20 min.

Session objectives:

- systematize knowledge, ideas and emotions

- promote and encourage information collection and research

- develop analysis and critical thinking skills

Materials: nothing particular.

Contact your influencer!

Participants are asked to think about the influencers they follow (not necessarily fashion influencer), to find out some local or reachable influencer they know (or a reachable new one that could be interesting to them), but also not so easily reachable, and pose them all the same questions of the self-assessment they did at the beginning of the day (starter session) and record in some way their answer if they will answer, and bring these answers in day 2. They are free to also ask other things connected to the topic of sustainable fashion if they want. In case they cannot reach out to influencers, they are required to ask the questions at least to two people among their acquaintances and relatives/friends. of the self-assessment to their peers, friends or relatives (at least 2 people each participant).

Fix it & debriefing

Preparation:

There are 2 online whiteboards prepared: in one there are 2 areas respectively named 'emotions' and 'knowledge', the other whiteboard is named/labelled 'what do I want to change to live in a more sustainable world?'.

Instructions:

participants and conductor in the plenary discuss the main findings and main input gained in this day's activity. Everything is done throughout guiding general questions posed by the conductor, like 'Do you think you learned something new? There was something that you did not expect to see/discover? What was the most interesting or surprising thing?'

After that participants are asked to write on post-its, in whiteboard 1 about emotions they have felt and interesting inputs and knowledge they believe they will treasure and, on whiteboard 2, what they would like to change of their behaviour to live in a more sustainable world, based on the knowledge they have acquired during the first day of the workshop.

At the end of the day, participants are provided with the link to the platform MILES where they are invited to assess and deepen the topic of sustainable fashion.

DAY 2

(Giving Framework and Inspiration)

Stater/Icebreaker

Duration: 15 min.

Session objectives:

- recall some input gained from the previous activity day

- develop reflection and critical thinking

- increase awareness about on they know about the clothes they daily dress

- warm up and preparing communication and empathy channels for the next part

Materials: an interactive whiteboard having a world map as integrated background (see example given in Annex 2)

Where my clothes come from?

Preparation:

Creation of an interactive white board using a world map as background image. On the left side the sentence 'I don't know' is displayed, while on the right side there should be a legend showing 4 different coloured post-its containing each the respective words: t-shirt/top; trousers/skirt; underwear; socks.

Instructions:

The conductor first asks participants to think about where their clothes come from, and exactly where they are produced. Then, in 4 different rounds they are asked to check where their upper clothes (like shirt, t-shirt, top,..), down clothes (like skirt, trousers, jeans, socks, underwear) are produced. In each round they have to:

- check the cloth's label called by the conductor,

- create each time a coloured interactive post-it (following the legend for the color to use) with their name written inside

- place it in the world map on the whiteboard, to the country of production found on the label.

If somebody does not not know the place of production, she/he has to place the post-it created for that cloth near the written sentence 'I don't know'.

Debriefing/discussion:

It could be useful at the end to make participants reflect on how much of them do not know where some of their clothes are produced, and if they wish to know it as if they are reflecting on food they eat, or water they drink, and ask them their opinion and if they would like to know the country of production and why.

Tips for conductors:

- It could be useful to have a visible kind of legend for them to easily match colour to write their name and corresponding cloth.
- To be more impressive it could be useful to draw a line from the country of production to the country or regions of residence, to make the distances from 'production' place to 'consumption' place even more visible.
- It could be interesting to ask some questions about the brand they are wearing to check similarities or differences with respect of distance band.

Session 1

Duration: 1h

Session objectives:

- develop and improve critical thinking

- develop and improve communication skills

- develop and improve self-analysis capacity

- develop self-awareness on the role and own perception on the influencers

- improve awareness on clothes sustainability opportunity

Materials: Answers gathered by the participants from the influencer they contacted if available.

Changing mindset testimony

Preparation:

Nothing particular. If there are difficulties in finding a testimony, see 'tips for conductors' for alternatives, at the end of this session.

Instructions:

During this activity, a young testimony/influencer will interact with the group of young people, he/she will explain his/her experience with sustainable behaviours, the opportunity behind acting and choosing consciously in daily routine. They can ask the self-assessment questions (day 1-second part of the starter session) or the questions they want. They should feel free to exchange opinions, ideas, doubt and whatever comes into their minds about the topic of sustainability and especially sustainability in clothes.

Influencer time!

Preparation:

Answers given by their influencers if any, or answers given by their acquaintances, friends or family members.

Instructions:

Participants are asked to report the answer given by the influencers, friends, family members and acquaintances they contacted. The discussion could start by analysing answers given to each question of the self-assessment and in case by sharing what influencers can have further expressed. The conductor should facilitate the exchange and the discussion itself, and can make questions to make participants reflect, find their own perception of things and their own opinion on the statement collected.

Debriefing/discussion:

The conductor here can make a debriefing that is functional to both activities by asking participants if they expected such an answer from the testimony/influencer. It is important to not judge and give input on what is right or what is wrong, but rather ask participants what they think about a statement or an answer given, if they agree or not and why, if they expected a different answer or position, if what declared by their influencer or the testimony, is in line or not with their thoughts or opinion. So, in this phase it is important to stimulate their critical thinking, their reflection and analysis skills.

Tips for conductors:

- It is important to know in advance if participants received some answer from the influencer they contacted, in order to manage accordingly the time duration of the 'Changing mindset testimony' activity.
- For 'Changing mindset testimony' the conductor can find an own testimony or use the video recorded and can be found on the Wear(e)ale Website toolbox (with English subtitles) [...link...]
- For 'Influencer time activity' here it is important to not judge and give indication on what is right or what is wrong, but rather ask participants about their thoughts. Here it is important to stimulate their critical thinking, their reflection and analysis skills. They should find 'their way' by themselves.

- After this activity, before the net one, it can be useful to give time for a little break to the participants.

Break/icebreaker

Duration: 30 min.

Session objectives:

- improve team building

- Increase awareness on the value we give to clothes

- Increase awareness on the strict connection between clothes and culture, social status, self-representation, etc

Materials: each participant should have also at disposal a second device (mobile phone/tablet); Kahoot questionnaire about saying, quotes and proverbs using clothing names.

Clothes in me

Preparation:

Conductor should have the prepared Kahoot game ready to use.

Instructions:

Participants are asked to enter the link given and play the Kahoot.

Debriefing/discussion:

The conductor, while checking the answers given by the players, can ask them if they knew the saying, if they use/used it, if they knew the history of the metaphor behind it.

Tips for conductors:

- You can manage to offer a prize to the winner.

Session 2

Duration: 75 min. (45 minutes for the game + about 30 min. for debriefing)

Session objectives:

- increase awareness on fast fashion effect

- increase awareness on the polluting effect

- increase awareness on the fast fashion producing and business dynamic

- increase awareness on the role of buyers

- increase awareness on the importance being informed before purchasing

- develop critical thinking and empathy and observation skills

Materials: file with the profile's roles for the game (Annex 2) and the sheet for respectively observer and Altroconsumatore Association.

The right price

Preparation:

The conductor has all files ready to be sent to the participant via private chat/mail/message. The conductor should already know which profile to assign to each participant.

Instructions:

This activity is a role play game where each participant has a specific role/person profile and must act accordingly, and where the pure game objective for all is to decide and agree on the price of a garment.

There are buyers, producers, influencers, NGOs, a consumer trade association and observers and the framework context in which the game move is the following:

'Altroconsumatore', national consumer trade association, is sensitive to ethics in the production cycle of consumables and last month set a round table to define the best economic value/price of some garments, a price that should stay from a minimum of 10€ and a maximum of 100€.

Today's object of discussion is a shirt, casual and coloured made with different materials (both natural and synthetic). All guests invited by Altroconsumatore Association to the round table are asked to discuss and find a value/price to the shirt, agreed by everybody.'

After this introduction, participants have 10 minutes to read the assigned profile, ask the conductor for clarification and suggestions to act properly and dissolve any doubts.

On the base of the number of participants the distribution of role should be the following:

5 p. > 1 Association representative, 2 producers, 1 consumer/buyer, 1 observer

6 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 1 observer

7 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 2 observers

8 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 2 observers, 1 influencer

9 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 3 observers, 1 influencer,

10 p. > 1 Association representative, 2 producers, 2 consumer/buyer, 3 observers, 1 influencer, 1 NGO

The role of the observer is important as it will be fundamental for the debriefing moment. Concretely he/she must observe and record the following, from the most to the less important:

- force/power relationships among the different actors and the different roles
- argument that participants used and discussed during the round table and with respect to environmental, social and economical sustainability.
- main arguments brought by the participants to sustain their position on the price suggested and clarity and/or transparency in their statements.
- changing mind and opinion during the round table.
- emotional aspects emerged to sustain and promote their own position on the suggested price.

For this reason, they need to have a 'personal debriefing' with the conductor before the game starts, to know in advance whose profile has been assigned to whom, to be able to prepare its own papers and/or notes template

The role of 'Altroconsumatore' Association, is to facilitate the discussion table (and act as kind of moderator) without influencing the discussion itself, he/she gives floor to those who haven't spoken yet or invite others to intervene. His/her role is also to manage game timer, by reminding at least once half time passes, at least around 15 minutes from the starting of the round table discussions, and 5 minutes before the end of the round table. He/she has also the task to record in a given template, the price suggestion and changes of the guests and record the final decision to the price of the shirt if an agreement among participants is reached. If no agreement is reached that space will remain empty. Finally, the influencer will not have to agree on a price, rather they will have to choose the company to support after the discussion.

Debriefing/discussion:

Debriefing is based on the observer's findings and record, so basically a conductor after a few general questions to all participants like 'How it was? Did you feel comfortable or not in your role? Did you experience different emotions? Etc.' starts asking information to observers on the observation element given and open discussion among participants to check if there is a match and eventually explanation on the way the discussion proceeded or the reason to a certain mood or answer or position, etc.

Tips for conductors:

- It is important to make sure that participants do not know the profile of other participants
- Participants need to prepare themselves well on the base of their profile, and could be useful for the conductor to assign specific roles to specific participants on the base of their personality and features.

- On the base of the n. of observers, the observing elements can be split in order to facilitate them in focusing better in few ones. If there is just one observer, he/she can focus simply on the first 1 or 3 elements.
- In case of more than 10 participants, the conductor can form smaller groups or it can be interesting to increase the number for some role, for ex. In order adding:
  A different producer profile, another buyer or observer.
- This activity should be really stimulating for consequence debriefing moment can take longer or need to carefully be guided to stay on the available time frame.

Ending session

Duration: 20 min.

Session objectives:

- systematize knowledge, ideas and emotions

- promote and encourage the use of the online learning platform MILES

- deconstruct the idea the sustainability cannot match with innovation

- deconstruct the idea that fast fashion effect are something far from us

Materials: cardboard, instructions for viewer constructions, video references

A surprise bag for home

Each participant will receive a surprise bag at home containing all material necessary to construct their VR viewer (like google cardboard, see Annex 2). Inside the bag there will be instructions to assemble the parts, the link to the VR video to watch with their mobile phones, all related to the topic of protecting the environment by focusing and making them experience its values and wonderful aspects or focusing on the pollution problem of the seas and the rivers, like microplastic pollution.

So, they are asked to open the surprise bag at home, assemble the VR viewer following instructions and watch the assigned videos.

If there is no possibility to deliver them the surprise bag, it can be useful to inform them on the way they can create their own VR viewer or give the link to the videos that can be watched normally.

Fix it and Debriefing

Preparation:

There are 2 online whiteboards prepared (the same as in day 1): in one there are 2 areas respectively named 'emotions' and 'knowledge', on the other whiteboard is named/labelled 'what do I want to change to live in a more sustainable world?'.

Instructions:

The participants and the conductor discuss the main findings and main input gained in this day's activity. Everything is done throughout guiding general questions posed by the conductor, like 'Do you think you learned something new? There was something that you did not expect to see/discover? What was the most interesting or surprising thing?'

After that participants are asked to write in a post-it, on the whiteboard 1 about emotions they have felt and interesting input and knowledge they believe they will treasure and, on the whiteboard 2, what they would like to change of their behaviours to live in a more sustainable world, based on the new knowledge they have acquired during the first day of workshop.

DAY 3

(Giving Inspiration for action)

Stater/icebreaker

Duration: 20 min.

Session objectives:

        - develop creative thinking.

        - develop problem solving skills

        - develop communication skills

Materials: Participants need paper and pencil

Teaching Picasso

Preparation

In the smaller teams in separated online rooms, each team must identify one member to be 'Picasso' and the others will be the 'art teachers'. The identified Picasso will return to the main room and will be the one needing access to paper and coloured pens. The art teachers will be in the designated breakout room (unless they are the one returning to the main room to teach their Picasso). The task is for the art teachers to guide their Picasso to draw the image only they have seen. They will only see the image for a short while in their teachers briefing.

Instructions:

Round 1: Only one art teacher from each group is allowed to enter the main room to teach their groups Picasso. **3 Minutes - non-verba**l Round 2: The Picasso's can go to the teachers room but can only ask yes and no questions. Meaning the teachers can only answer yes or no. 3 Minutes - Round 3: A different art teacher from each group is allowed to enter the main room to teach their groups Picasso. **3 Minutes - sharing only images - sound off for all communication** - Round 4: A different art teacher from each group is allowed to enter the main room to teach their groups Picasso. **3 Minutes - verbal communication and chat option available no cameras**. Finally all Picassos will show their drawings.

Debriefing/discussion:

The exercise is designed to give an idea on how different communication ways can lead to different results. The debriefing should allow the participants to review how the communication went during the game and what they learnt out of it.

Tips for conductors:
- Form groups of at least 3/4 persons.   - Show the pictures just for 20 seconds to the art teachers, so that they can train their memory as well.

Session 1

Duration: 45min

Session objectives:

                      - develop and improve critical thinking

                      - develop and improve communication skills

                      - develop problem solving skills

                      - develop creative thinking

Materials: online wheel prepared with different words inside.

Shhhh…art attack!

Preparation

The conductor has the online wheel prepared and opened with different words and shares the screen.

Instructions:

Participants are asked to co-create a storytelling depending on the words that are indicated by the online wheel. Everybody should feel free to add small parts or big parts, that combined with the other participants' parts should create the most beautiful story. It is important for each participant, to include in his/her part of the story the word picked-up by the wheel. If the story finishes earlier, another one can be created.

Debriefing/discussion:

The conductor can ask questions like "How was it? How did it go? Was it difficult? Are you satisfied with your story? Do you would have preferred another end? What title do you think could fit with your story?"

Tips for conductors:

- An option is to make debriefing questions after each story if more than 1 is created.
- If some time is available, participants are asked to find a picture representing the story.
- After this session, before starting session 2 can be useful to give a little break to participants.

Session 2

Duration: 120 min. (20" phase 1, 100" phase 2)

Session objectives:

- develop creative thinking capacities

- develop problem solving skills

- develop projecting skills

- develop sense of initiative and entrepreneurship

- develop sense of community and active citizenship

- develop empathy and sense of responsibility

Materials: files of project template, an online new whiteboard for 'ideas', and the whiteboard filled up during the closing session of day 1 and day 2 in the activity 'Fix it', pencil and paper for the participants, if needed.

How to…dress the change

Preparation:

The conductor shares the screen displaying the whiteboards filled up during the closing session of day 1 and day 2 in the activity 'Fix it' and has ready the link to a new whiteboard for 'ideas'.

Phase 1

Participants have 5 minutes to take a look individually at all the things that emerged and written in the 'fix it' whiteboard of day 1 and 2. Then, they have further 10 minutes to have another look only at the part of

the poster related to 'What I want to change' and if they want, they can add something else, some other things, situations that they would change. But they are also asked to reflect and try to keep in mind what is the origin of the things they want to change.

Now, at this important stage, they are asked to write down in a new whiteboard in post-its all ideas that came into their mind to reach that change, to put a step forward to go towards that change; they need to feel free to write down everything practical, theoretical, crazy and really concrete actions, everything that is fast and feasible and everything that seems impossible. In this stage the role of the conductor is important to stimulate them even during this brainstorming of ideas with motivational statements, by encouraging them to play with their creativity, they should be stimulated in thinking at their idea by starting a statement with 'What if….'

Phase 2

Once the brainstorming is finished, the conductor asks them to have a look at all ideas written on the post-its, then he/she asks them to choose one idea (any idea, no matter if it's another one's idea) and read it out loud. Now, they are asked to develop the idea they chose; they can work individually or in groups, if someone does not want to work alone can join someone else or another group or ask somebody to join him/her. Important is to have at the end at least in total 2 or 3 ideas developed.

The conductor now sends to participants the 'ideas' development template (see Annex 3) to be used as a guide for developing their idea and turn it into a project and clarify doubts when necessary, and then split them in separated platform meeting rooms. During the developing phase, the conductor jumps into the rooms to check the starting phase and support the development process. Then, at the mid time, groups are called back to the main meeting room, so they stop their developing process for a while for a plenary explanation on what they are working on and to collect suggestions, feedback and ideas from all the other participants. After this sharing moment, they can go on with their projects in a separate meeting room again.

To help them in their development process, they are invited to use other digital tools that can help to visualize the idea or explain it graphically. For example, they can use free tools like Canva, or a simple 'paint' program, etc.

The conductor is available to help them, give support, give input if someone is or seems in difficulty etc. 10 minutes before the end he/she gives notification of the remaining time if needed. After that ideas will be presented in plenary.

Debriefing/discussion:
After the project presentation conductors make motivational and reflection questions like 'how did you feel in developing your idea? How would you intend to transmit it to your friends and peers? Do you think it is

important that your idea for sustainability, like others, is important to be acted on? Do you think your potential role as promoter can cover and motivate others to be more sustainable? etc.'

Tips for conductors:

- During the idea brainstorming phase it would be nice to have a proper music background.
- During idea brainstorming we suggest the conductor to be prepared with focused questions to stimulate their creativity at their highest potential.

Ending session

Duration: 20 min.

Session objectives:

- systematize knowledge, ideas and emotions

- promote and encourage participants to be active and peer guide

- develop self-assessment and self-evaluation skills

Materials: Fix it whiteboard done on days 1 and 2, and expectation whiteboard done on day 1.

Final debriefing and evaluation

The conductor is sharing the screen displaying the 'Fix it' whiteboards and asks participants to look at them and think about the activities done during the 3 days, maybe helping them to recall the activities and stimulating them also to recall some interesting moments. Whoever wants can give his/her opinions on the whole experience can give feedback on the activities, the conduction etc. The conductor can also give space for questions and doubts.

Then, the conductor asks them to look at their expectation's post it on the whiteboard used on day 1 in the starter session. Now participants are asked to take the expectations that have been satisfied and move them to a separate area of the whiteboard specifically created for the 'expectation satisfied'. Finally, participants are asked to also think about if they have gained an element that they did not think about or did not expect, write them in a new post-it and put them in the area of the white board of 'expectations satisfied'.

A brief discussion on the expectations and some final reflections can follow as closure of the whole paths.

2. Further warm up games and ice-breakers for online and offline

The Story of My Name

This activity can be done with the entire group or in virtual paired breakouts. Participants are asked to share something about the story of their name – why they were named what they're named. Answers can range from straightforward (I was named after my grandpa) to unique (My name is the Italian word for cheerful). If done in breakouts, come back to the large group and have each person explain their partner's name instead of their own.

Show and Tell!

This icebreaker reveals what your teammates really value! Here is how to perform this icebreaker:

Ask your remote team members to grab one to three nearby items. These items should be unique to them. Share! Take turns sharing your items and the story or personal meetings behind it. For example, I recently shared in a team meeting my Darth Vader mask, because I am a huge Star Wars fan and I like to dress up at Carnival or Halloween.

Phone Photo

That is a super nice game to know your team members on a more personal note. This icebreaker activity is a great way to break the ice by putting one funny moment of your life up front for the world to see. Before the video call starts, send out a team message to find a funny photo on their phone and post it in the group chat.

When the call begins, share the details about your photo! The more ridiculous the photo, the more laughs you will get out of this icebreaker.

Everyone has an interesting photo on their phone, so this is a great activity for everyone!

Are you unique?

Participants are invited to think of something that makes them unique compared to the other participants. It can be a characteristic, a trait, an ability, an experience, a talent that should not be obvious to refer to the owner of this uniqueness (not age, nationality…). On post its (or using a Jamboard if online) participants write down what makes them be unique without writing down their name. One by one, participants will pick up a post it and try to identify who is the one who wrote down that characteristic, trait, ability, experience, or talent.

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