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Stitched up

This resource was created to
accompany the Green-Schools
Ireland Global Goals Book Club.

www.greenschoolsireland.org

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



This resource is designed to inspire your classroom with engaging activities that support critical thinking and meaningful discussions centred around the Global Goal of 'Responsible Consumption and Production'.

Age Group: 4th - 6th Class

Resource List

- Stitched Up Discussion Questions
- Fast Fashion Detectives
- Design a Sustainabili-TEE!
- Rags to Riches Upcycling Project

Global Goals Book Club and Global Goal 12: Responsible Consumption & Production

This resource focuses on SDG 12: Responsible Consumption and Production, which encourages us to think about how we make, use, and dispose of the things we consume, especially the clothes we wear. It asks us to make choices that are better for people and the planet, reducing waste and protecting the Earth's resources for future generations. To help bring this goal to life, we are using the book *Stitched Up* by Steve Cole, a gripping and thought-provoking story that shines a light on the hidden costs of fast fashion.

Through this story, students will explore the impact of the fashion industry, learn about ethical choices, and discover how small changes in our everyday habits can make a big difference.

This pack includes a variety of creative and engaging activities designed for senior primary students, including discussions, upcycling challenges and art projects. These will help pupils reflect on the book's message, connect it to the real world, and feel empowered to take action in their own lives.

We would love to see pictures of your bookworms artwork and creations from the activities in our Global Goals Book Club. Please email any photos to globalcitizenship@eeu.an.taisce.org

Stitched Up

Read the book 'Stitched Up' by Steve Cole with your class. The questions below offer a guide for discussion with your class, along with some actions and activities to complete.

Discussion Questions:

1. What is this story really about? What is the main message Steve Cole wants us to understand?
2. How do the characters in the story help us learn about fast fashion and its impact?
3. Were there any parts of the story that surprised or shocked you? Why?
4. What do you think "fast fashion" means? How is it different from other kinds of clothing?
5. Who makes most of the clothes we wear, and what might their lives be like?
6. Why do you think people buy cheap clothes, even if they know they're made unfairly?
7. Can you think of a time when you bought something you didn't really need? How did that choice affect others or the environment?
8. What's something you own that you really value or wear often? What makes it special?
9. Have you ever reused, mended, or swapped clothing? How did that feel compared to buying new things?
10. Do you think your clothes have a story? What might it be?
11. If your clothes could talk, what would they say about how they were made or treated?
12. What changes could you make to help reduce clothing waste in your own life or school?
13. Why is SDG 12 important for people and the planet? How does it link to the story?
14. What small actions could we take as a class to help protect people and the planet when it comes to fashion?
15. If you could send a message to a big clothing company, what would you say? What would you want them to do differently?



Fast Fashion Detectives



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Objective:

Raise awareness of how clothes are made and the hidden impact of fashion.

You will need:

World Map

Stickers to place on map

Activity:

1. Ask students to look at the tags on the clothes they're wearing or bring an item from home. Where was it made? What materials were used?
2. Use a world map to mark where different clothing items came from.

Discussion Prompts (also available as a worksheet on the next page):

- Why do some clothes come from far away?
- What does "Made in Bangladesh" or "100% polyester" really mean?
- Who might have made this, and how were they treated?
- Where was your clothing made? Were you surprised by any of the countries?
- Do you notice any patterns? (e.g., are most items from the same region or continent?)
- Why do you think so many clothes are made in certain countries?
- What do you know about the working conditions in those countries?
- What challenges might people face in the factories where your clothes were made?
- How do you think workers feel about making clothes for people in other parts of the world?
- Why do you think clothes made far away are often cheaper?
- What might be the environmental cost of shipping clothes around the world?
- If clothes were made fairly and sustainably, do you think they should cost more? Why or why not?
- What responsibility do we have as shoppers?
- Can we always know if something was made fairly or not?
- What questions could we ask ourselves before buying new clothes?



Use our **Let's Fix Fashion 'Global Threads'** Resource to
explore the journey of your clothes!



Fast Fashion Detectives

Check the labels on your clothing (don't forget to check your shoes!) and complete the worksheet



What's on your label?

Instructions: Choose 3–5 pieces of clothing you're wearing or brought in today. Before you check the labels, ask yourself 'Where in the world did my clothes come from?'

Fill in the chart and worksheets

Item of Clothing	Brand	Material	Made in (Country)	My Guess before I checked
e.g. Hoodie	H&M	Cotton	Bangladesh	China



Fast Fashion Detectives

Check the labels on your clothing (don't forget to check your shoes!) and complete the worksheet



1. Where was your clothing made (mark it on the map)?



2. Were you surprised by any of the countries?

3. Do you notice any patterns? (e.g., are most items from the same region or continent?)

4. Why do you think so many clothes are made in certain countries?



Fast Fashion Detectives

Check the labels on your clothing (don't forget to check your shoes!) and complete the worksheet



5. What challenges might people face in the factories where your clothes were made?

6. How do you think workers feel about making clothes for people in other parts of the world?

7. Why do you think clothes made far away are often cheaper?

8. What might be the environmental cost of shipping clothes around the world?



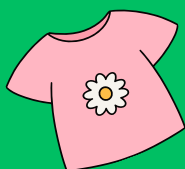
Fast Fashion Detectives

Check the labels on your clothing (don't forget to check your shoes!) and complete the worksheet



9. What responsibility do we have as shoppers? Draw a poster to raise awareness on the impact of Fast Fashion to remind shoppers of their responsibility.

10. What questions could we ask ourselves before buying new clothes?



Design a Sustainability-TEE!



Objective:

Encourage creative thinking about sustainable messaging.

You will need:

- T-shirt print out
- Designer Label print out
- Markers / paints

Activity:

Start by asking the class:

- What messages do t-shirts sometimes carry?
- How can clothing be used to make a statement?
- What would a t-shirt look like if it supported people and the planet?

Link back to Stitched Up:

- What did the characters in the book learn about where clothes come from?
- What would they want other people to know or do differently?

Brainstorm Your Message: Have students choose a message or theme they want their sustainable t-shirt to promote, such as:

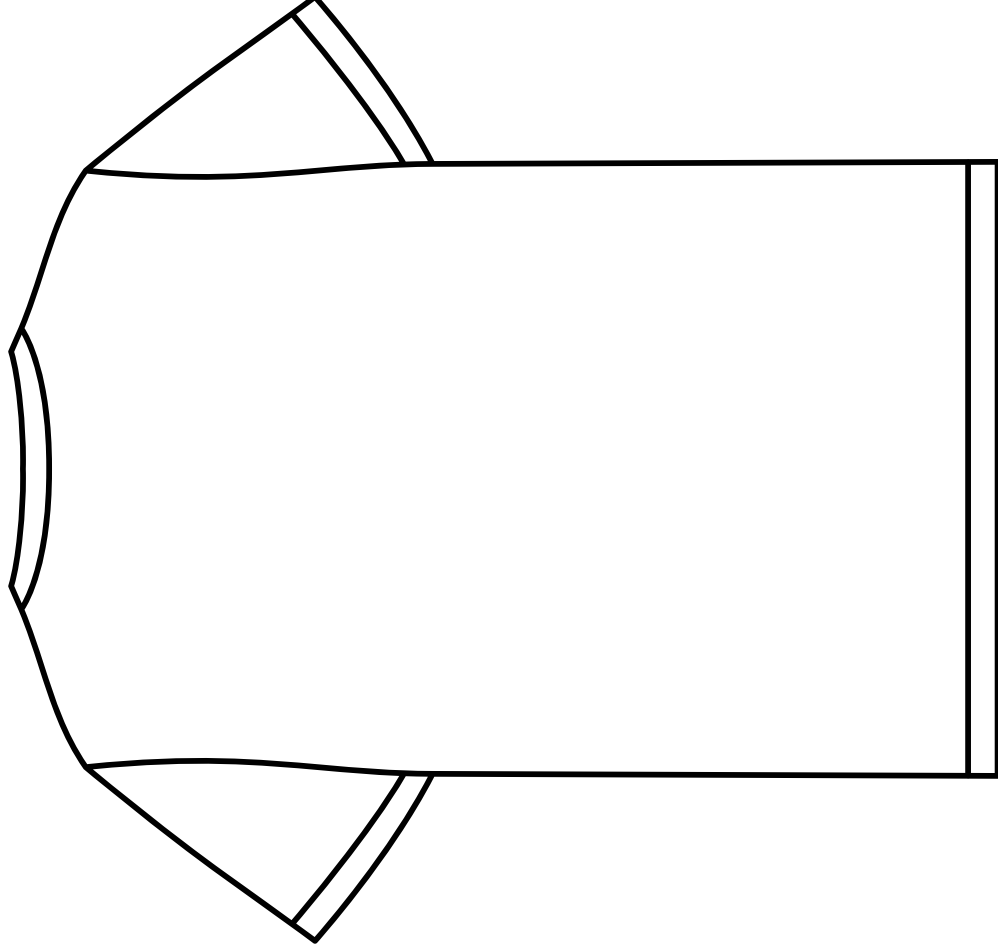
- Anti-fast fashion
- Reduce, Reuse, Recycle
- Fair treatment of workers
- Repair and reuse
- Nature and climate-friendly fashion

Provide the t-shirt template and have students:

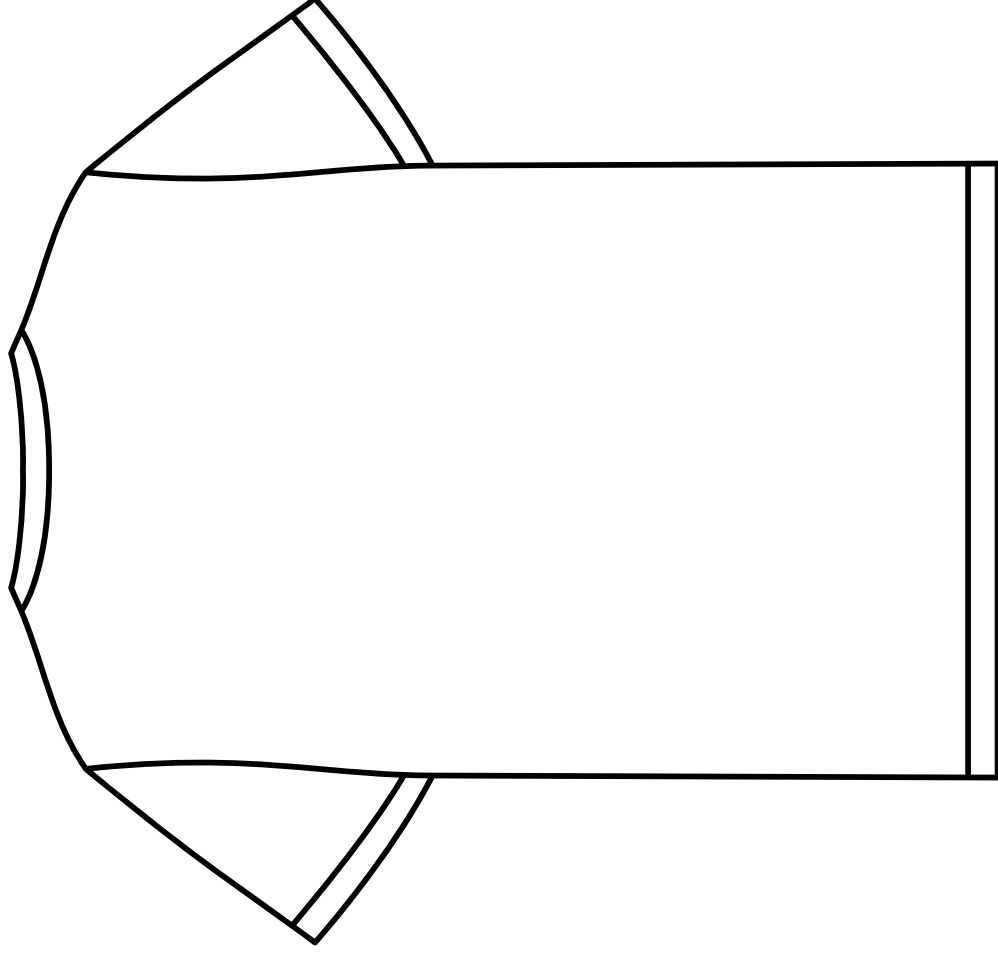
1. Draw their design using pencils, markers, or crayons.
2. Include their message with visual symbols, patterns, and colours.
3. Think about sustainable materials, maybe they imagine their shirt is made of organic cotton or recycled fabric. They can include those details in their sketch.
4. Have a "catwalk" or display their designs with short written messages.

Design a Sustainability-TEE!

Design a t-shirt that promotes responsible fashion (e.g., "Buy Less, Choose Well", "Wear It Again!", "Slow Fashion Rocks!").



Front



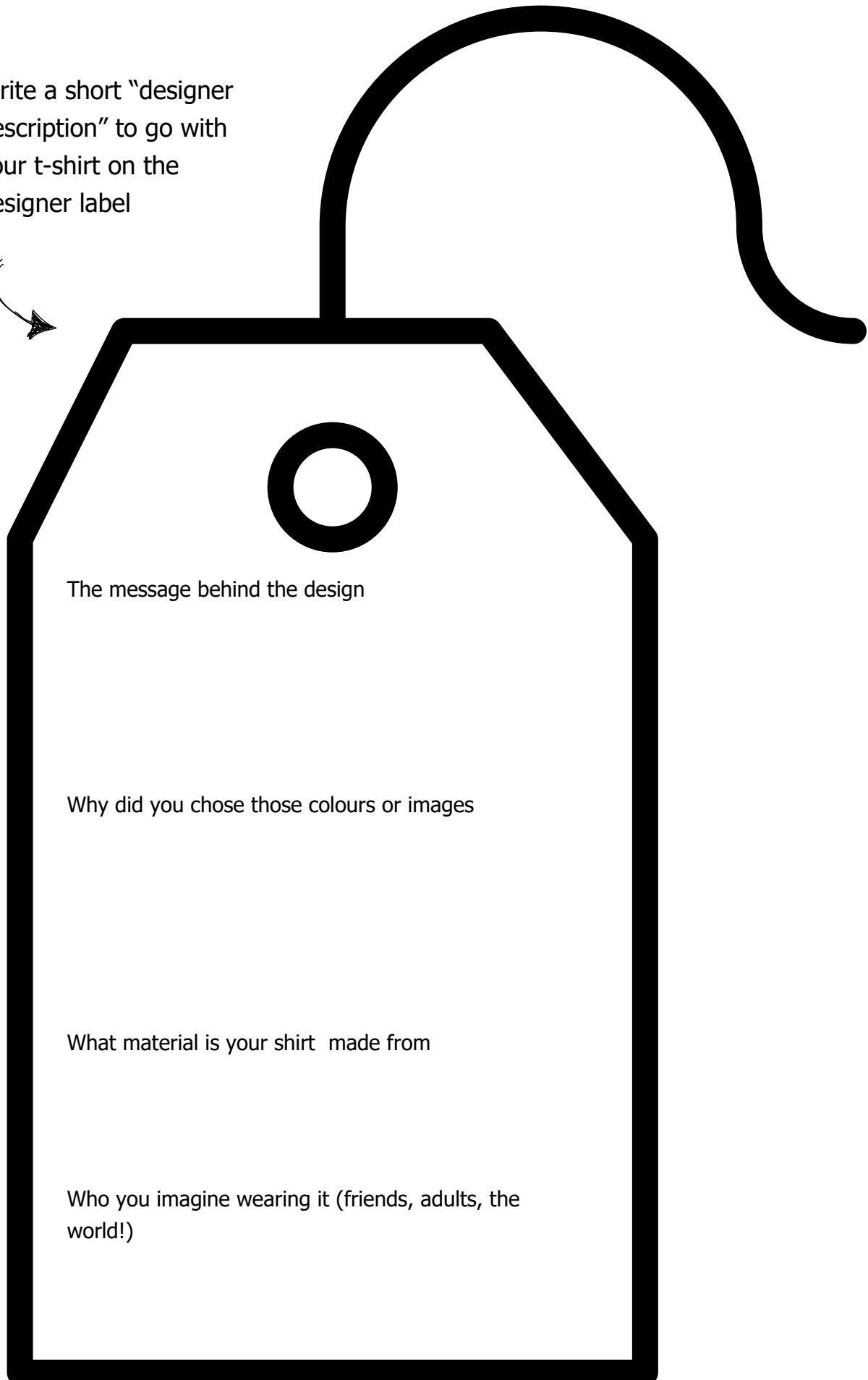
Back



Design a Sustainability-TEE!



Write a short “designer description” to go with your t-shirt on the designer label



The message behind the design

Why did you chose those colours or images

What material is your shirt made from

Who you imagine wearing it (friends, adults, the world!)



From Rags to Riches, Upcycling Challenge



Learning Goals:

- Understand how reusing and repurposing helps reduce waste.
- Explore the environmental impact of textile waste.
- Develop creative problem-solving and practical crafting skills.

You will need:

- **Fabric:** Ask students to bring in an old, unwanted or worn-out item from home (with permission!): Old socks, t-shirts, jeans, pillowcases, scarves, etc.
- Alternatively, have a pile of fabric scraps, buttons, or ribbons in class for shared use.
- Scissors
- Beads, buttons, lace, zips
- Fabric Paint
- Include sewing, gluing, or simple no-sew methods.

Activity Outline:

1. First start with a class discussion

Introduce the idea of textile waste:

- What happens to clothes when we throw them away?
- How long do materials like polyester take to break down?
- What does upcycling mean? How is it different from recycling?

Relate back to Stitched Up:

- What might the characters have thought about throwing clothes away?
- How could we give old clothes a second life?

2. Invite students to take out or choose their material

Choose from the materials they have brought in to school, or the pile of fabrics sourced by the teacher.

3. Challenge students to turn their “rag” into something “rich”, a new, useful or beautiful item.

Brainstorm together first:

- Tote bag or pencil case
- Friendship bracelet or hairband
- T-shirt turned into a cushion
- Denim pocket notebook cover
- Sock puppet or plush toy
- Scrunchie or wristband

Encourage originality, no two projects should look the same!



4. Create!

Provide basic tools (depending on resources and safety):

- Fabric scissors, glue, needle & thread, staplers, safety pins
- Decorative items: buttons, beads, fabric markers, ribbons

If sewing isn't possible, lean into no-sew methods (e.g., tying, gluing, folding).

Work in pairs or small groups if helpful. This supports collaboration and idea-sharing.

5. “Rags to Riches” Gallery Walk

- Display all projects in a classroom exhibition.
- Include “before” and “after” photos and designer notes.
- Encourage all creators to prepare a short pitch explaining their upcycled item and how it supports Global Goal 12.



Please email any photos of your work to globalcitizenship@eeu.an.taisce.org