

Let's Fix Fashion in Your School

Supporting Green-Schools, curriculum learning and student action



Green-Schools

LET'S F X
FASHION

Welcome

Thank you for bringing Let's Fix Fashion to your school. This handbook is your one-stop shop for the campaign; a single place to see the full year at a glance, how each stage links to the Green-Schools 7 Steps, how it maps onto the curriculum and the practical tools you need to get started this term.

Wherever you're starting from; signing up for the first time, picking up mid-year or looking for a way to link an existing Green-Schools project to your subject teaching, you should be able to open this handbook and find exactly what you need.

What is Let's Fix Fashion?

Let's Fix Fashion is an education-focused campaign that empowers students to explore the impacts of fast fashion and take action towards a more sustainable future. Through documentaries, webinars, classroom activities, research, upcycling, repair, clothes swaps and creative challenges, students investigate how clothing connects to environmental issues, human rights, culture and global citizenship.

The programme supports schools to take meaningful action through the Green-Schools themes while developing key skills such as critical thinking, creativity, communication, collaboration and problem-solving.

Key Sustainability Terms

Fast Fashion

The rapid production of inexpensive clothing designed to follow changing trends. Fast fashion encourages high levels of consumption and creates significant environmental and social impacts throughout the clothing supply chain.

Circular Economy

An approach where products and materials are kept in use for as long as possible through repairing, reusing, sharing, redesigning and recycling. Instead of a linear "take, make, waste" model, a circular economy aims to reduce waste and protect resources.

Greenwashing

When companies make misleading claims about their environmental actions to appear more sustainable than they really are.

Textile Waste

Clothing and fabrics that are discarded instead of being reused, repaired, donated or recycled.

Conscious Consumer

Someone who considers the environmental and social impacts of their purchases and makes informed choices.

Global Citizenship

Understanding that our choices are connected to people and environments around the world, and recognising our responsibility to take action for a fairer and more sustainable future.

Let's Fix Fashion, Green Schools & the Curriculum

Let's Fix Fashion is designed to complement the Green-Schools programme by helping students explore one of today's most relevant environmental and social challenges through the lens of sustainable fashion. While the campaign focuses on fast fashion, it naturally connects to every Green-Schools theme, encouraging students to investigate real-world issues, think critically and take meaningful action within their school community.

The programme also supports learning across the Irish secondary school curriculum. Through documentaries, webinars, classroom activities and student-led action, Let's Fix Fashion provides opportunities to develop key competencies including critical thinking, communication, creativity, collaboration and active citizenship.

Curriculum Links

The full Curriculum Learning Outcomes can be found in the Appendix.

Subject	Strand	How Let's Fix Fashion Supports this
Junior Cycle Science	Earth & Space Nature of Science Biological World	Climate change, greenhouse gases, energy use, resource consumption and the environmental impacts of the fashion industry.
Geography	Exploring People, Place & Change	Globalisation, supply chains, sustainable development
CSPE	Rights & Responsibilities / Global Citizenship	Ethical fashion, consumer responsibility
Home Economics	Textiles & Craft	Clothing care, repair, sustainable textiles
Business Studies	Personal Finance / Enterprise	Consumer decision making, ethical consumption
Visual Art	Design	Upcycling, sustainable design
English	Oral Language / Writing	Campaigns, presentations, persuasive communication
TY Mini Company	Enterprise / Business	Idea: Design and sell an upcycled-clothing mini-company, from concept to catwalk
Senior Cycle Politics & Society	Power and Decision-Making	Consumer power, corporate accountability and greenwashing

The Year at a Glance

Stage	Focus	When	Format
1. Impacts of Fast Fashion	The campaign launches with a documentary screening in school and a live panel discussion.	October	launched during Climate Action Week (live webinar)
2. Culture & Identity	Students explore how fashion reflects diverse cultures, traditions and heritage, compare traditional craftsmanship with fast fashion and consider how fabric choices and consumer habits shape sustainability.	November	live webinar
3. Upcycling & Repair	Students are briefed in practical skills that let them upcycle one item of clothing into multiple new items.	Winter term	live webinar
4. Circular Fashion	Students meet Irish businesses transforming how textiles are designed, used and reused, and hear from students in Kenya and the UAE about circular innovations in their own localities.	Spring term	live webinar
5. Clothes Sharing	The final webinar focuses on prolonging the life of clothes through sharing — “one man's trash is another man's treasure!” A natural lead-in to running a school clothes swap.	Spring term	live webinar
6. Catwalk Event	The culmination of the school year's work.	Summer Term	Brú Ború, Cashel



Quick-win stages: the fastest, lowest-prep ways in, are flagged ⚡ throughout this handbook. Bigger, term-length projects are flagged 🕒.

The Let's Fix Fashion Year: Stage by Stage

Stage 1: The Impacts of Fast Fashion

October - Launched during Climate Action Week

The campaign launches with a documentary screening in school and a live panel discussion. Students focus on one aspect of the problem raised in the film and create a communications project to raise awareness in school. Students are encouraged to enter the Young Reporters for the Environment competition and can connect with schools abroad through the twinning programme.

Past screenings have included: A True Cost, A Textile Mountain, Fashion Reimagined, Inside the Shein Machine, Losing the Thread.

Resources (click to access):

Download our [Hosting an Event Resource](#) ↓

Download our [How to do a Communications Takeover Resource](#) ↓

Optional Resources (click to access):

[Young Reporters for the Environment \(YRE\)](#)

[View previous students entry to YRE](#)

[Watch: The True Cost](#)

[Watch: Textile Mountain](#)

[Watch: Fashion Reimagined](#)

[Watch: Inside the Shein Machine](#)

[Watch: Losing the Thread](#)



Stage 2: Culture & Identity

November - Live Webinar

Students explore how fashion reflects diverse cultures, traditions and heritage, compare traditional craftsmanship with fast fashion, and consider how fabric choices and consumer habits shape sustainability. The session encourages students to think critically about what they wear, where it comes from and how fashion can celebrate identity while supporting a more sustainable future.

Students will:

- Recognise how fashion reflects diverse cultures, traditions and heritage
- Compare traditional craftsmanship with modern fast fashion and evaluate environmental impacts
- Explore how fabric choices influence sustainability
- Understand the relationship between fashion, identity and self-expression
- Brainstorm creative ways to express values, culture and individuality sustainably

Resources:

- Download our '[Fashion Culture and Me Resource](#)' here ↓

The Let's Fix Fashion Year: Stage by Stage

Stage 3: Upcycling and Repair ⚡

Winter term - live webinar

Students are briefed and trained in practical skills that let them upcycle one item of clothing into multiple new items. Each year we introduce students to a new expert who shares tips from initial sketches and planning through to measuring, cutting and sewing.

Resources (click to access):

NEED AN UPCYCLING RESOURCE 😊

Stage 4: Circular Fashion

Spring Term - live webinar

Students meet Irish businesses transforming how textiles are designed, used and reused and hear from students in Kenya and the UAE about circular innovations in their own localities. The session covers how repairing, reusing, recycling and redesigning clothing keeps valuable materials in use for longer. Past collaborators include Sampla, Mamukko, Jessica Brennan, Fera Designs and the Upcycle Movement.

Students will:

- Recognise how fashion reflects diverse cultures, traditions and heritage
- Compare traditional craftsmanship with modern fast fashion and evaluate environmental impacts
- Explore how fabric choices influence sustainability
- Understand the relationship between fashion, identity and self-expression
- Brainstorm creative ways to express values, culture and individuality sustainably

Resources:

- Download our '[Circular Economy Resource](#)' here ↓

Stage 5: Clothes Sharing ⚡

Spring term - live webinar

The final webinar focuses on prolonging the life of clothes through sharing - "one man's trash is another man's treasure!" A natural lead-in to running a school clothes swap.

Resources (click to access):

Download our '[Hosting your own Swap Shop](#)' resource here. ↓

The Let's Fix Fashion Year: Stage by Stage

Stage 6: Catwalk Event

Summer term - Brú Ború, Cashel, Co. Tipperary

The culmination of the school year's work. Selected schools — chosen based on completing tasks across the year such as documentary screenings, communications takeovers, upcycling projects, circular economy design thinking and organising a swap shop — prepare looks from second-hand shops, culture and identity, and upcycled materials to present on the runway. Students are challenged to build a look for under €30 from a charity shop, or to create a new look or accessory through upcycling, and receive an on-stage certificate. The event also includes a swap shop, activity stations, and a mend-and-repair station.



Let's Fix Fashion and the 7 Steps of the Green Schools Programme

Let's Fix Fashion provides a practical and engaging way for students to explore fast fashion through the Green-Schools framework. The programme supports students to investigate a real-world environmental and social issue, identify challenges within their own school community and take meaningful action towards more sustainable choices.

From carrying out surveys and audits to organising clothes swaps, repair workshops and awareness campaigns, Let's Fix Fashion can be integrated into each stage of the Green-Schools process. The campaign encourages student-led action, helping young people develop the knowledge, skills and confidence to become active global citizens and changemakers.

By connecting fashion with themes such as waste, energy, water, biodiversity and global citizenship, Let's Fix Fashion supports schools in moving from awareness to action and creating lasting positive change within their school community.

Step 1: Green-Schools Committee



Students become leaders by forming a Let's Fix Fashion Action Team

Ideas:

- Create a student fashion sustainability group
- Include students interested in design, communications, art and environmental action

Step 2: Environmental Review



Students investigate their school's relationship with clothing.

Ideas:

- Conduct a clothing waste survey
- Audit uniform waste
- Survey student attitudes towards fashion

Step 3: Action Plan



Students decide what changes they want to make.

Ideas:

- Run a clothes swap
- Create an upcycling project
- Launch an awareness campaign

Let's Fix Fashion and the 7 Steps of the Green Schools Programme



Step 4: Monitoring and Evaluation

Students measure their impact

Ideas:

- Track clothes swapped (weight, amount etc.)
- Survey behaviour change
- Record participation numbers



Step 5: Curriculum Links

Teachers integrate learning into subjects

Ideas:

- Research projects
- Presentations
- Creative design challenges
- Data Analysis



Step 6: Informing and Involving

Students share their learning with the school community.

Ideas:

- School announcements
- Posters
- Social Media campaigns
- Fashion exhibitions



Step 7: Green Code

Students create their Green Code

Example:

"We value our clothes, choose wisely, repair what we can and work together to create a more sustainable fashion future".

Green-Schools Theme: Litter and Waste

Key Learning Message

Fast fashion has created a throwaway culture where clothing is often treated as disposable. Students explore the impacts of textile waste and discover how repairing, reusing, sharing and redesigning clothes can help move towards a circular economy where materials stay in use for longer.



Why does fast fashion connect to Litter and Waste?

The fashion industry produces huge amounts of clothing, much of which is worn only a few times before being discarded. The rapid production of cheap, low-quality clothing encourages overconsumption and contributes to growing textile waste.

When clothes are thrown away, the resources used to make them are wasted too. A single garment can contain valuable materials, energy and water that are lost when it ends up in landfill or is incinerated.

Textiles can also be difficult to recycle, particularly when they are made from blends of different fibres or contain synthetic materials such as polyester. These synthetic fibres are made from fossil fuels and can release microfibres throughout their lifecycle.

Moving towards a circular fashion system means changing the way we think about clothing. Instead of a "take, make, waste" model, we can choose to reduce consumption, repair, reuse, share and creatively transform clothing.

Students can explore:

- ✓ Why textile waste is increasing globally
- ✓ Where unwanted clothing goes after disposal
- ✓ The difference between reuse, repair, recycling and waste
- ✓ How a circular economy can reduce waste
- ✓ How individual and collective choices can create change



Possible Green-Schools Actions

Investigate

- Carry out a clothing waste audit in the school. Check out our templates at the end of this handbook
- Survey students about clothing habits
- Research where donated clothes go
- Investigate the lifecycle of a t-shirt

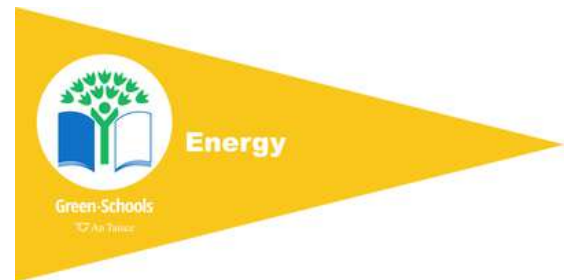
Take Action

- Organise a [school clothes swap](#)
- Set up a uniform exchange
- Run a repair or upcycling workshop
- Create a campaign encouraging students to value and reuse clothing

Green-Schools Theme: Energy

Key Learning Message

The clothes we wear have an energy footprint. From producing raw materials and manufacturing textiles to transporting garments around the world and managing clothing waste, every stage of a garment's life uses energy and contributes to climate change.



Why does fast fashion connect to Energy?

Fashion is one of the world's most resource-intensive industries. Energy is required at every stage of a garment's journey, from growing raw materials to manufacturing, transportation and disposal.

Synthetic fibres such as polyester are made from fossil fuels and require significant energy during production. Textile manufacturing processes such as spinning, weaving, dyeing and finishing fabrics also use large amounts of energy.

Fast fashion relies on global supply chains, meaning clothes often travel thousands of kilometres before reaching consumers. Transport by ship, air and road adds further emissions.

When clothing is discarded after a short period of use, all of the energy used to create that item is lost. Extending the life of clothing through repair, reuse and sharing helps reduce the need for energy-intensive production.

Students can explore:

- ✓ The hidden energy footprint of clothing
- ✓ How fashion contributes to climate change
- ✓ The connection between consumption and energy demand
- ✓ Why reducing consumption can be more impactful than recycling alone
- ✓ How circular fashion can reduce energy use



Possible Green-Schools Actions

Investigate

- Calculate the carbon footprint of clothing items
- Explore the journey of a garment from production to disposal
- Compare fast fashion and second-hand fashion impacts

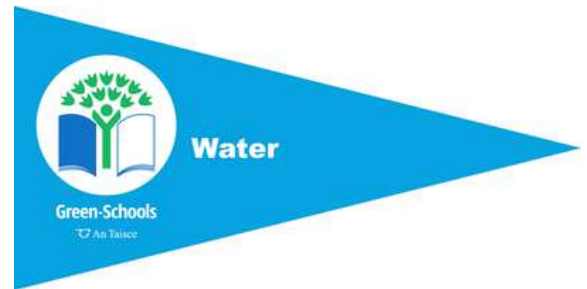
Take Action

- Run a "wear your wardrobe" challenge
- Promote buying less and choosing better quality
- Encourage repairing and reusing clothes
- Create climate awareness campaigns linked to fashion

Green-Schools Theme: Water

Key Learning Message

Fashion has a hidden water footprint. Students explore how clothing production uses and pollutes water resources and how our choices can impact communities and ecosystems around the world.



Why does fast fashion connect to Water?

Water is essential throughout the fashion supply chain. Cotton farming requires significant amounts of water for growing crops, while textile dyeing and finishing processes use large quantities of water and can release harmful chemicals into waterways.

In many garment-producing countries, communities living near textile factories can be affected by water pollution from untreated wastewater. This shows how decisions made by consumers in one part of the world can impact people and environments elsewhere.

Choosing to buy less, reuse clothing and care for garments for longer helps reduce the demand for water-intensive production.

Students can explore:

- ✓ The hidden water footprint of clothing
- ✓ How textile production affects global water resources
- ✓ The connection between fashion, pollution and communities
- ✓ Why sustainable consumption matters globally



Possible Green-Schools Actions

Investigate

- Research the water footprint of common clothing items. Check out our [Water Footprint Activity!](#)
- Explore impacts of textile dyeing
- Investigate sustainable fabrics

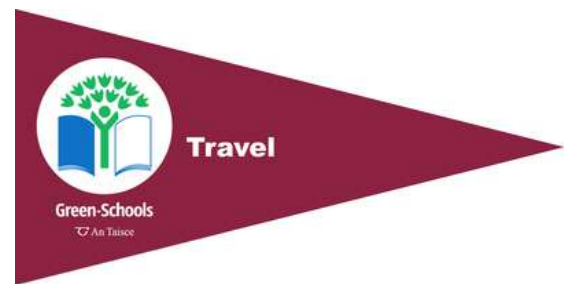
Take Action

- Create water awareness campaigns
- Promote clothing care and repair
- Encourage students to [choose second-hand clothing](#)

Green-Schools Theme: Travel

Key Learning Message

Our clothes travel thousands of kilometres before they reach our wardrobes. Students explore the global journey of clothing, the transport emissions associated with fast fashion and how choosing to buy less, buy second-hand and extend the life of our clothes can help reduce our environmental impact.



Why does fast fashion connect to Travel?

Fast fashion relies on complex global supply chains. A single garment may begin as cotton grown in one country, be spun into yarn in another, woven and dyed elsewhere, manufactured in a different factory and finally shipped across the world before reaching a shop in Ireland.

Every stage of this journey requires transportation by ship, road, rail or air, contributing to greenhouse gas emissions and climate change. The demand for cheap, fast clothing means garments are constantly being moved around the world to keep up with changing trends.

Understanding the journey of our clothes helps students recognise the hidden environmental impact of the products they buy. Choosing second-hand clothing, repairing garments and buying fewer, better-quality items can help reduce the demand for long, energy-intensive supply chains and support a more sustainable fashion system.

Students can explore:

- ✓ The journey of a garment from raw material to wardrobe
- ✓ How global supply chains support the fast fashion industry
- ✓ The environmental impact of transporting clothing around the world
- ✓ How buying second-hand, repairing and reusing clothes can reduce transport emissions and resource use



Possible Green-Schools Actions

Investigate

- **Map the journey** of a piece of clothing from production to purchase
- Research where clothing labels say garments were made
- Compare the environmental impact of locally made, second-hand and fast fashion clothing
- Investigate the different transport methods used in the fashion supply chain

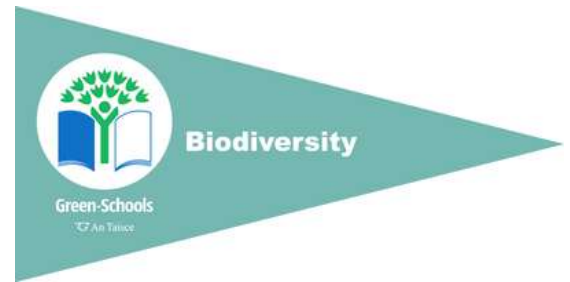
Take Action

- **Organise a clothes swap** to encourage local clothing reuse
- **Promote buying second-hand** before buying new
- Run a "Know Your Clothes' Journey" awareness campaign
- Encourage students to extend the life of their clothes through repair, reuse and upcycling

Green-Schools Theme: Biodiversity

Key Learning Message

Fashion depends on nature. Students explore how clothing production can impact biodiversity through land use, chemical pollution, resource extraction and microplastic pollution.



Why does fast fashion connect to Biodiversity?

The fashion industry relies on natural resources and ecosystems. Growing fibres such as cotton requires land, water and agricultural inputs, while chemical pesticides used in farming can affect soil health and wildlife.

Synthetic clothing made from plastic-based fibres can release microfibres into the environment during washing. These fibres can enter rivers and oceans, affecting marine ecosystems.

Protecting biodiversity means considering the impact of the products we consume and choosing systems that reduce pollution and protect natural resources.

Students can explore:

- ✓ How clothing production affects ecosystems
- ✓ The connection between textiles and biodiversity loss
- ✓ How synthetic fibres contribute to pollution
- ✓ The importance of sustainable materials



Possible Green-Schools Actions

Investigate

- Research natural versus synthetic fibres
- [Explore microfibres and marine pollution](#)
- Investigate sustainable alternatives

Take Action

- Create biodiversity awareness campaigns
- Link fashion choices to protecting nature
- Promote clothing reuse and repair

Green-Schools Theme: Global Citizenship Litter and Waste

Key Learning Message

Our clothing choices are connected to people and places around the world. Students explore how fast fashion creates global impacts through production, consumption and waste, and how responsible choices can contribute to a fairer world.



Why does fast fashion connect to Global Citizenship Litter & Waste?

Clothing follows a global journey. A garment bought in Ireland may involve cotton grown in one country, fabric produced in another and manufacturing somewhere else before eventually becoming waste.

Many countries that produce clothing also deal with the impacts of textile pollution and waste. Large quantities of unwanted clothing are exported globally, creating challenges for local communities and environments.

Understanding these connections helps students see themselves as global citizens who can make informed choices and advocate for change.

Students can explore:

- ✓ The global journey of clothing
- ✓ Who is affected by textile waste
- ✓ The social and environmental impacts of consumption
- ✓ How young people can create change



Possible Green-Schools Actions

Investigate

- Map the journey of a piece of clothing (use our 'Global Threads' resource for support)
- Research garment workers and production countries
- Explore global textile waste

Take Action

- Create [awareness campaigns](#)
- Host a [clothes swap](#)
- Share sustainable fashion messages with the community

Green-Schools Theme: Global Citizenship Energy

Key Learning Message

Fashion connects people across the world through global supply chains. Students explore how energy use in clothing production contributes to climate change and how actions at home can support global climate solutions.



Why does fast fashion connect to Global Citizenship Energy?

The energy used to produce and transport clothing contributes to global greenhouse gas emissions. While many consumers enjoy affordable fashion, the environmental impacts of production are often experienced by communities around the world.

Climate change affects people differently depending on where they live, with many communities facing increased risks from extreme weather and changing environments.

Students explore how sustainable choices and collective action can contribute to a fairer climate future.

Exploring these connections helps students understand that our choices in Ireland can have far-reaching impacts on people, communities and the environment across the world.

Students can explore:

- ✓ How fashion contributes to global climate change
- ✓ The connection between consumption and emissions
- ✓ Climate justice and shared responsibility
- ✓ How young people can influence change



Possible Green-Schools Actions

Investigate

- Calculate the carbon footprint of a typical item of clothing.
- Research how much energy is used throughout a garment's lifecycle.
- Compare the environmental impact of buying new, buying second-hand and repairing clothing.

Take Action

- Organise a clothes swap to reduce demand for new clothing (Check out our [Clothes Swap Resource](#)).
- Launch a "Buy Less, Wear More" awareness campaign.
- Promote repairing and upcycling clothing within the school community.

Green-Schools Theme: Global Citizenship Marine Environment

Key Learning Message

The fashion industry is connected to ocean health. Students explore how textile production, microfibres and clothing waste contribute to marine pollution and how actions at home can protect global marine environments.



Why does fast fashion connect to Global Citizenship Marine Environment?

Synthetic fibres used in clothing can release tiny plastic fibres during washing. These microfibres can enter wastewater systems and eventually reach rivers and oceans.

Textile waste and pollution affect marine ecosystems around the world. Communities that depend on oceans for food, livelihoods and culture can be impacted by pollution created far away.

By exploring the connection between fashion and our oceans, students begin to understand how everyday choices can have global environmental impacts. They also discover how caring for clothes, choosing second-hand and reducing consumption can help protect marine ecosystems.

Students can explore:

- ✓ The connection between fashion and marine litter
- ✓ How microfibres enter oceans
- ✓ Global impacts of local consumption
- ✓ Solutions to reduce textile pollution



Possible Green-Schools Actions

Investigate

- Research how synthetic clothing sheds microfibres during washing.
- Compare natural and synthetic fibres.
- Examine clothing labels to see how much of our wardrobes are made from plastic-based fibres.
- Explore the journey of a microfibre from washing machine to ocean.

Take Action

- Organise a [clothes swap](#).
- Run an upcycling workshop.
- Create an awareness campaign on [fashion and ocean health](#).
- Share simple ways to reduce microfibre pollution at home.
- Carry out a local beach or river clean-up.

Green-Schools Theme: Global Citizenship Travel

Key Learning Message

Clothing travels around the world before reaching our wardrobes. Students explore global supply chains, transport emissions and how local choices influence global systems.



Why does fast fashion connect to Global Citizenship Travel?

Fast fashion depends on global transportation networks. Materials and garments often travel thousands of kilometres between farms, factories, warehouses and shops.

This global system allows cheap clothing to be produced quickly but increases emissions and creates complex social and environmental impacts.

Students explore how the journey of their clothes connects them to people, places and environments around the world. By understanding these global connections, they can make more informed choices and recognise how local actions can contribute to a more sustainable future.

Students can explore:

- ✓ The journey of a garment
- ✓ Transport emissions linked to fashion
- ✓ Global supply chains
- ✓ Local actions with global impacts



Possible Green-Schools Actions

Investigate

- Map clothing journeys. Check out our [Global Threads](#) resource for support.
- Compare local and global production

Take Action

- Promote second-hand clothing
- Encourage mindful consumption. Check out our [Circular Economy](#) Resource for support.

⚡ : Research where clothing labels say garments were made ⌚ : Organise a clothes swap to encourage local clothing reuse

Green-Schools Theme: Global Citizenship Food and Biodiversity

Key Learning Message

Fashion and food are connected through the way we use land, water and natural resources. Students explore how everyday consumption choices affect ecosystems and communities around the world.



Why does fast fashion connect to Global Citizenship Food and Biodiversity?

Many natural fibres used in clothing come from agricultural systems that require land, water and resources. The way we produce and consume materials affects biodiversity, ecosystems and communities.

Exploring fashion alongside food helps students understand the wider impacts of consumption and the importance of sustainable choices across all areas of life.

From cotton farming to the production of other natural fibres, fashion can impact habitats, ecosystems and the species that depend on them. Students explore how sustainable production methods and responsible consumption can help protect biodiversity.

Students can explore:

- ✓ How consumption affects natural resources
- ✓ Connections between agriculture, materials and biodiversity
- ✓ Sustainable production systems
- ✓ Responsible choices as global citizens



Possible Green-Schools Actions

Investigate

- Explore natural fibres and farming
- Compare impacts of different materials

Take Action

- Promote sustainable consumption. Check out our [Circular Economy](#) Resource.
- Create cross-theme awareness projects

Templates & Tools

Use these ready-made templates to run your Environmental Review and Monitoring & Evaluation stages (Green-Schools Steps 2 and 4) without having to build anything from scratch. Photocopy, adapt or turn into a Google Form as needed. Please note that this is optional and not a requirement of Let's Fix Fashion. It is simply to support deeper learning and integration with your on-going Green-Schools work.

1. Clothing Waste Audit

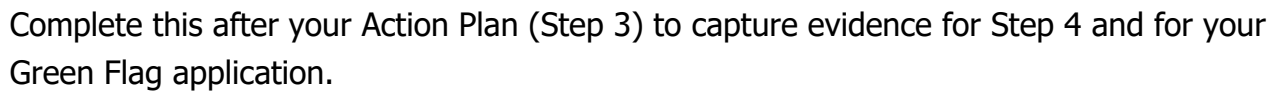
Use this over one week (e.g. lost property, staffroom donations box, or a class "empty your bag" check) to build a simple picture of clothing waste in your school. Example:

Item / Category	Quantity	Condition (Reusable / Repairable / Waste)	Notes
Uniform items			
PE / Sports Gear			
Non uniform items			
Total			

2. Student Attitudes Survey

A short survey students can complete in five minutes. Works well as a Google Form for whole-year data collection. Example questions include:

- How many new items of clothing have you bought in the last month?
- Where do you most often get new clothes? (shop, online, second-hand, hand-me-down, other)
- Have you ever repaired, swapped or upcycled an item of clothing? If yes, describe it.
- What happens to clothes in your house when you no longer wear them?
- On a scale of 1-5, how important is it to you that your clothes are made sustainably?
- What would encourage you to buy less / buy second-hand / repair more?

[illegible]



Clothing Waste Audit



Use this over one week (e.g. lost property, staffroom donations box, or a class "empty your bag" check) to build a simple picture of clothing waste in your school.

Item / Category	Quantity	Condition (Reusable / Repairable / Waste)	Notes
Shirt			
Tie			
Pants			
Skirt			
School jumper			
PE Gear			
Total			



Student Attitudes Survey



How many new items of clothing have you bought in the last month?

Where do you most often get new clothes? (shop, online, second-hand, hand-me-down, other)

Have you ever repaired, swapped or upcycled an item of clothing? If yes, describe it.

What happens to clothes in your house when you no longer wear them?

On a scale of 1-5, how important is it to you that your clothes are made sustainably?

What would encourage you to buy less / buy second-hand / repair more?

Appendix: Full Curriculum Learning Outcomes

The outcomes below are reproduced from the official NCCA subject specifications (curriculumonline.ie) for each strand named in the curriculum links table. They're included in full so you can select and reference the exact outcome wording for planning or Subject Learning and Assessment Review documentation.

Junior Cycle Science - Strand 2: Earth and Space (LO 6, LO 7)

- 6. research different energy sources; formulate and communicate an informed view of ways that current and future energy needs on Earth can be met
- 7. illustrate how earth processes and human factors influence the Earth's climate, evaluate effects of climate change and initiatives that attempt to address those effects

Junior Cycle Geography - Strand 3: Exploring People, Place and Change (LO 3.6, LO 3.7, LO 3.9)

- 3.6 identify global patterns of economic development
- 3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country
- 3.9 synthesise their learning of population, settlement and human development within the process of globalisation

CSPE Short Course - Strand 1: Rights and Responsibilities (LO 1.1, LO 1.5, LO 1.9, LO 1.11)

- 1.1 discuss what it means to be human and to live in a community with rights and responsibilities
- 1.5 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities
- 1.9 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights
- 1.11 show an appreciation of their responsibility to promote and defend their individual human rights and those of others

CSPE Short Course (bonus strand) - Strand 2: Global Citizenship (LO 2.1, LO 2.2, LO 2.3, LO 2.4, LO 2.9, LO 2.10, LO 2.11)

- 2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far
- 2.2 consider a variety of definitions of development and devise their own definition of sustainable development
- 2.3 create a visual representation of data depicting their ecological footprint
- 2.4 discuss three or more sustainable living strategies they can employ in their lives
- 2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions
- 2.10 evaluate how they can contribute in responding to one challenge currently facing the world
- 2.11 examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful

Full Curriculum Learning Outcomes

Junior Cycle Home Economics - Strand 3: Textiles and Craft (LO 3.6, LO 3.7, LO 3.8)

- 3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled
- 3.7 evaluate textile care procedures used in the home from an environmental perspective
- 3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations

Junior Cycle Business Studies - Strand 1: Personal Finance (LO 1.7, LO 1.9, LO 1.10)

- 1.7 distinguish between and appreciate their rights and responsibilities as consumers
- 1.9 debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour
- 1.10 discuss and evaluate how globalisation and developments in technology impact on consumer choice and behaviour

Junior Cycle Business Studies - Strand 2: Enterprise (LO 2.1, LO 2.2, LO 2.5)

- 2.1 identify different types of financial, cultural and social enterprise and appreciate the role each plays in society
- 2.2 describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy
- 2.5 investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective

Junior Cycle English - Strand: Oral Language (LO 5, LO 6, LO 7, LO 13)

- 5. deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes
- 6. learn from and evaluate models of oral language use to enrich their own oral language production
- 7. choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process
- 13. develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose

Full Curriculum Learning Outcomes

Junior Cycle Visual Art - Strand 3: Design (LO 3.4, LO 3.6, LO 3.14)

- 3.4 interpret a design brief and represent this through their drawings
- 3.6 design a final work based on their drawings
- 3.14 utilise media in their own design work based on a design brief

Junior Cycle English - Strand: Writing (LO 3, LO 4, LO 7)

- 3. write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read
- 4. write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences
- 7. respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images

Senior Cycle Home Economics - Elective 2: Textiles, Fashion and Design (LO 5.1, LO 5.2, LO 5.3, LO 5.4)

- 5.1 Contemporary clothing and fashion - social, economic and industrial influences on clothing design; critical evaluation of fashion trends (colour, shape, line, proportion, pattern, texture); factors influencing clothing requirements (function, cost, availability, new fibres, media, trendsetters)
- 5.2 Textile science - elements and principles of design; classification, sources and uses of natural, regenerated and synthetic fibres; fabric construction techniques, finishes, colour and design application; fabric performance testing
- 5.3 Design evaluation and garment construction - applying design elements/principles to garment construction; evaluating garments for function, comfort and aesthetic appeal; the design process, including selecting/modifying a commercial pattern; candidates must produce a garment demonstrating prescribed processes
- 5.4 The clothing and textile industries - overview of the Irish clothing/textile industry structure; role of small businesses and cottage industries; career opportunities

Senior Cycle Politics & Society - Strand 1: Power and Decision-Making (LO 1.3, LO 2.3, LO 2.6,)

- 1.3 illustrate dimensions of power (getting people to act, setting rules that benefit some over others, shaping ideas/ideology)
- 2.3 define and critically evaluate social class and gender as categories of power
- 2.6 explore the changing nature of media, freedom of the press, and media