



# What are you wearing?



## JUSTIFICATION

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The origin and fabrics of something as common as the clothes we wear is sometimes unknown to people, especially to the youngest ones. That is why, everyone should have the correct information about their clothes and this should always be provided by the labelling corresponding to it.

## AIMS

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- To inform people about different types of fabrics and about their origins, so as the youngest ones become aware of where their clothes come from.
- To make them learn about the importance of textile labelling as a way to know about the composition of clothes or about the method for washing them.
- To inform about the fact that clothes can also be created by recycling materials and, thus, to make people aware of the importance of recycling.

## CONTENTS

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- Presentation of different fabrics, their origins and the clothes that can be created from them.
- The importance of labelling to know what the clothes we wear really are.
- Recycling as an option for creating new clothes.

## ACTIVITIES

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### INITIAL PHASE (Preliminary activity)

Introduction to the topic by asking about the origin of their clothes.

### DEVELOPMENT PHASE (session)

- Genially "What fabric am I?" in order to present different fabrics.
- Story-teller "What are you wearing?" with visual and participatory support.
- Participatory mural.
- Conclusions.

### IMPLEMENTATION AND COMMUNICATION PHASE (subsequent activity)

Presentation of the mural done.

### GENERALIZATION AND TRANSFERENCE PHASE

Research and reflection about the origin of the clothes they wear and discussion.

## CONTRIBUTION TO THE COMPETENCIES

### DISCIPLINARY

- Communicative, linguistic and literary competency.
- Scientific competency.
- Social and civic competency.
- Artistic competency.

### TRANSVERSAL

- Competency to learn how to learn and think.
- Competency to coexist.
- Competency for initiative and entrepreneurial spirit.
- Competency to know how to be.

## METHODOLOGY

- Collaborative work.
- Discussion-learning.
- Design Thinking.
- Visual thinking.

## ORGANIZATION

*Resources and ICT tools	Spaces and groups	Length
Computer, projector and cannon or IDB	The group sits forming a U, which allows them to see each other. The mural and the educator are placed in the centre.	60'

## ASSESSMENT

### TEACHERS

Satisfaction survey

### STUDENTS

Satisfaction survey