ERASMUS+ KA210-SCH · SMALL-SCALE PARTNERSHIP IN SCHOOL EDUCATION

From Waste to Wardrobe

Making Clothes with Recycled and Reused Materials

A COMPREHENSIVE CURRICULUM ON SUSTAINABLE FASHION

Teacher handbook for working with students aged 12–18

10 modules · 15 workshop guides · 10 video tutorials · 5 digital booklets · 14 printable tools



Romania · Greece · Türkiye · Spain

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PUBLICATION AND PROJECT IDENTITY

About this handbook

This teacher handbook is the main curriculum produced by the Erasmus+ small-scale partnership ‘From Waste to Wardrobe: Making Clothes with Recycled and Reused Materials’. It turns sustainable fashion into a practical learning pathway for students aged roughly 12 to 18, and for the teachers, families and community partners who work with them. You do not have to use all of it: a school can run a single workshop, a project week, or the whole sequence from investigating materials to a public showcase.

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Partnership

- Școala Gimnazială Avram Iancu Baia de Criș, Romania — coordinating organisation
- Gymnasio Ippeiou Lesvou, Greece
- TOKİ Kayaşehir Anadolu Lisesi, Istanbul, Türkiye
- Ankara Erman Ilıcak Fen Lisesi, Ankara, Türkiye
- Asociación Nacional Cerebro Corazón, Spain

How this curriculum came about

This handbook started as a set of activities that five organisations – four schools and one association – tried with their own students between December 2024 and November 2026. Some worked the first time; others were rewritten after we had tried them.

Each transnational meeting focused on one strand – collection and sorting in Romania, design and upcycling in Greece, technology in Türkiye, promotion and wellbeing in Spain – and the host organisation took the lead on the modules linked to it.

Funding acknowledgement and disclaimer

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Editorial principles

We have tried to write plainly and honestly. No fibre, technique or product in this handbook is presented as automatically sustainable. Your school's risk assessments, safeguarding rules and accessibility requirements always come first. Please test links and QR codes before a lesson, and protect learners' identity and consent in every photo, video and digital product.

NAVIGATION AND IMPLEMENTATION

How to use the curriculum

Each module has some core knowledge, clear learning outcomes, one or two step-by-step workshops, a video tutorial and a short review. The lessons follow the same rhythm: start with a real garment or problem, look for evidence, imagine alternatives, make or organise something safely, test it, record what you decided and share what you learned. You can shorten a module, but please keep the safety, evidence and reflection steps.

Three delivery pathways

STARTER · 16–20 HOURS	Modules 1–5 plus one community sharing activity. Suitable for a term club or concentrated project week.
CORE · 30–36 HOURS	Modules 1–7, 9 and 10, with a tested upcycled outcome, product passport and showcase.
COMPLETE · 45–55 HOURS	All ten modules, fifteen workshop guides, five booklet masters, portfolio assessment and replication package.

Symbols and recurring expectations

- Evidence first — distinguish observed facts, source-based information, estimates and unknowns.
- Plan before irreversible action — measure, prototype and review before cutting or publishing.
- Safety and dignity — local procedures, informed consent and respectful participation are non-negotiable.
- Accessibility by design — provide choices in tools, roles, media, pace and public participation.
- Truthful communication — name inputs, tests, boundaries and limitations; avoid absolute environmental claims.
- Extensions are optional. If a class does one, keep a single short product from it in the module portfolio rather than starting a new folder.

All ten video tutorials are integrated through clickable links and matching QR codes in their relevant modules and in the tutorial register.

Start here if you are short on time

This is a long handbook, and you do not need to read all of it before a Monday lesson. A few honest suggestions:

- **One lesson.** Run W2, Wardrobe Choices (70 minutes), or the Repair Clinic (W8). Both work with very little equipment.
- **One project week.** Follow the Starter pathway and finish with a small exhibition in the school corridor.
- **A term or an after-school club.** Use the Core pathway. Keep Module 8 for students who already sew with some confidence.
- **Coordinating several classes or schools.** Read Part V first, especially R1 and R3.

A word about vocabulary. Some tools – the mass-balance plan, the readiness map – use technical language because they were written for the person who organises a collection or coordinates a school. If you are teaching a single workshop you can skip them. The printable sheets in Part IV can be simplified for younger students; please do, and translate them if that helps.

NAVIGATION

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Purpose, outcomes and quality principles

The curriculum is written for lower- and upper-secondary students, but it also works with mixed-age groups, clubs and non-formal settings. It brings together science, technology, art, maths, language and citizenship. The things students make matter, but what we most want them to take away is a way of working: look closely at a material, think about who will use it, compare options, make it safely, test it honestly and explain what they found.

Programme-level learning outcomes

- LO1 · Explain a garment life cycle and identify environmental, social and design decisions within it.
- LO2 · Read textile labels and relate fibre, structure, construction and condition to care or reuse.
- LO3 · Organise responsible textile collection, sorting, weighing, storage and transfer records.
- LO4 · Use selected hand-stitching, repair, alteration and construction techniques safely.
- LO5 · Plan small-scale colour or surface experiments with controlled variables and cautious conclusions.
- LO6 · Develop, prototype and test an upcycled product against a user-centred design brief.
- LO7 · Create accessible digital evidence, product passports and QR-linked information responsibly.
- LO8 · Evaluate claims, sources and AI-assisted outputs, separating evidence, estimate and uncertainty.
- LO9 · Collaborate inclusively, use tools responsibly and reflect on feedback and revision.
- LO10 · Communicate a truthful material story and contribute to community dissemination and replication.

Curriculum at a glance

Hours are for teaching a module in full; the delivery pathways are shorter because they assume that some modules are shortened.

MODULE	HOURS	OUTCOMES	WORKSHOPS	VIDEO	WHAT LEARNERS PRODUCE
1 · Understanding Sustainable Fashion	4–6	LO1, LO8	W1, W2	VT1	Annotated life-cycle map; four-week clothing-life action plan
2 · Textile Literacy and Care	4–6	LO2	W3, W4	VT2	Profiles of four textile samples; one-page garment material passport
3 · Responsible Collection and Sorting	5–7	LO3	W5, W6	VT3	Collection plan and public message; mass log and labelled material library
4 · Hand-Stitching Foundations	4–5	LO4	W7	VT4	Labelled stitch sampler
5 · Repair and Visible Mending	5–7	LO4, LO9	W8	VT5	Tested repair with repair record
6 · Natural Colour and Low-Impact Surfaces	5–7	LO5	W9, W10	VT6	Swatch series with dye log; tested motif on an existing patch
7 · Upcycling a T-Shirt	5–7	LO6	W11	VT7	Tested carry item with design brief and material account
8 · Zero-Waste Design and Mini-Collections	6–9	LO6, LO9	W12, W13	VT8	Compared layouts; collection concept and one prototype
9 · Digital Product Passports	4–6	LO7, LO8	W14	VT9	Accessible product passport with tested QR label
10 · Photography, Storytelling and Community Action	5–8	LO9, LO10	W15	VT10	Showcase station and product story

GreenComp and key-competence alignment

The pathway supports the four GreenComp areas: embodying sustainability values, embracing complexity, envisioning sustainable futures and acting for sustainability. It also builds literacy, communication in more than one language, mathematical and scientific reasoning, digital skills, personal and social learning, citizenship, entrepreneurship and cultural awareness. When you plan, use the wording of your own national curriculum – there is no need to treat GreenComp as an extra subject.

LEARNING MOVE	EVIDENCE IN THIS CURRICULUM	TRANSFER
Investigate complexity	Life-cycle maps, fibre profiles, route verification	Science, geography, citizenship
Envision alternatives	Design briefs, layout comparisons, prototypes	Art and design, engineering, mathematics
Act collaboratively	Collection systems, repair clinic, public showcase	Personal development, entrepreneurship
Communicate critically	Claim checks, passports, captions and reports	Language, media and digital literacy

Universal design and inclusive participation

Plan for different learners from the start. Show things as well as explaining them: demonstrations, short texts, pictures, real fabric samples and videos students can replay, with captions and written steps. Let students show what they understand in different ways – by making, speaking, writing, photographing, calculating or putting together a display. When you adapt a task, keep the learning goal and change the route: the tool, the time, the support or the role.

Nobody should need the right clothes, spare money, a personal online account or a willingness to appear in photos in order to take part. Have school materials, made-up user briefs and offline options ready, along with roles that do not involve fine hand work, lifting, wet processes or public speaking. Ask students what helps them, rather than assigning roles because of a diagnosis.

Safety and safeguarding baseline

- Complete local risk assessment for tools, heat, liquids, dyes, cleaning, allergens, manual handling, storage and public events.
- Accept only clean, dry textiles; isolate wet, mouldy, contaminated, sharp or pest-affected items and refer them to an adult.
- Use counted needle systems, stable cutting surfaces, safe tool storage and age-appropriate supervision.
- Select only approved colour materials and processes; adult-only operations remain adult-only even when demonstrated in video.
- Protect names, faces, geolocation and private accounts; obtain specific consent for identifiable images and public work.
- Provide an accessible no-contact or non-public role without reducing the learner's status within the team.

Assessment model

Assessment is based on shared criteria and on a portfolio built up over time. At the start, find out what students already think and can do, and what support they need. Along the way, watch, ask questions, look at prototypes and use peer feedback and revision. At the end, look at the finished or tested product together with the process record and the student's reflection. How something looks is never assessed on its own: whether it works, the thinking behind the materials, safety, evidence, accessibility and honesty all count just as much.

CROSS-CUTTING STRAND · USE WITH ANY MODULE

Mindful Making: Attention, Wellbeing and the Value of Clothes

Led by Asociación Nacional Cerebro Corazón, Spain

Making things by hand is slow, and slow is not always comfortable for teenagers used to scrolling. During the project our Spanish partner kept bringing us back to a simple point: the way students feel while they work affects what they notice, how they cope with mistakes and how long they stay with a task. This strand does not add new lessons. It adds a few minutes at the start and end of the ones you already teach.

None of this is therapy, and none of it is compulsory. A student who prefers to keep their eyes open, stay silent or sit out an exercise simply does so. If something a student shares worries you, follow your school's procedure and involve the school psychologist or counsellor.

Five short routines

ROUTINE	WHEN	HOW IT RUNS
Arrive and settle **3 min**	Start of any practical session	Hands on the table, three slow breaths, then everyone names – silently or aloud – one thing they want to finish today. The teacher does it too.
Slow looking **5 min**	Before investigating a garment (M1, M2, M5)	Two minutes looking at one garment without speaking or touching, one minute touching it, then each person writes three details nobody else might notice.
The unpicking rule	When a seam, cut or dye test goes wrong (M4–M8)	Stop, put the tool down, breathe, and say what went wrong in one sentence before trying again. Unpicking is part of the craft, not a sign of failure.
Garment memory **10 min**	Wardrobe choices, repair, storytelling (M1, M5, M10)	In pairs, talk about a piece of clothing that matters to someone you know, and why. Fictional examples are always allowed.
Closing circle **5 min**	End of a session	One word for how the session felt, one thing to remember next time. Passing is fine.

Why it belongs in a sustainable-fashion curriculum

Clothes we feel attached to tend to be kept, cared for and mended; clothes bought on impulse are the easiest to throw away. Talking about that attachment – and about the pressure to keep buying – is part of the subject, not a break from it. The routines also help groups with very different levels of confidence work side by side, which mattered in a partnership that planned from the start for students with special educational needs.

CONTRIBUTORS

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Elisardo Sanchis Sancho contributed to the *From Waste to Wardrobe* curriculum by developing the section **"Mindful Making: Attention, Wellbeing and the Value of Clothes."** His contribution focuses on integrating mindfulness, emotional wellbeing and conscious attention into practical sustainable fashion activities. Through simple routines that encourage patience, reflection, creativity and emotional awareness, this approach helps students appreciate the value of clothing, develop a stronger connection with their creations and adopt more responsible consumption habits.

MODULE 01 · 4–6 GUIDED HOURS

Understanding Sustainable Fashion

Life-cycle thinking, systems awareness and informed choices

ESSENTIAL QUESTION How can one garment reveal the environmental, social and design decisions within a global system?

Sustainable fashion is not a single material, label or shopping category. It is a way of examining how clothing is designed, produced, transported, used, cared for and eventually passed on or discarded. Learners begin with familiar garments because these objects connect global supply chains to daily routines. The aim is not to create guilt, but to replace vague impressions with questions that can be investigated and decisions that can be improved.

The European Union's circular-textiles vision emphasises durable, repairable and recyclable products, safer production and longer use. In the classroom, this becomes a practical design challenge: keep useful material at its highest value for as long as possible, make trade-offs visible and communicate only what the evidence supports. Students therefore learn to distinguish a measured improvement from an absolute claim such as 'zero impact' or 'completely sustainable'.

Learning outcomes

- Map the main stages in the life of a garment and identify decisions at each stage.
- Compare prevention, care, repair, reuse, redesign and recycling as different circular strategies.
- Recognise unsupported environmental claims and rewrite them using specific evidence.
- Select one realistic personal or school action and define how progress will be observed.

Core knowledge

A garment life cycle can include fibre cultivation or production, yarn and fabric manufacture, wet processing, assembly, transport, retail, use, care, repair, reuse and end-of-use management. The stages are connected; changing one stage may shift an impact elsewhere.

Circular practice follows a value hierarchy. Avoid unnecessary production first; then extend use through care, sharing, repair and alteration; reuse whole garments and components; recycle material only when higher-value routes are no longer realistic.

A sustainability statement is credible when it names the change, the evidence, the boundary and the limitation. 'Made from a donated shirt and tested with a two-kilogram classroom load' is more useful than 'eco-friendly bag'.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Life-cycle thinking is most useful when it changes the questions students ask. Instead of hunting for the one 'best' fibre, they look at how purpose, production, use, care and end of life fit together. A durable material can still be a poor choice for something that is hardly worn, hard to repair or made for a trend that will be gone in a season. And the garment already hanging in a wardrobe is often the lowest-impact option, even if making it used a lot of resources. So the task is to compare realistic options in a real situation, not to rank materials once and for all.

The module also introduces the idea of a boundary. A team can follow one garment from fibre to disposal, but it will never have full data about every farm, factory, chemical, transport route or working condition – and that is fine, as long as it is said openly. Students sort what they know for sure, what is likely and what is unknown, then decide whether that is enough for a careful recommendation. The same habit will matter later, when they write product passports and campaign messages.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Science	Material properties, resource use, energy, water, chemical processes and evidence quality.
Geography	Global supply chains, production regions, transport routes and uneven distribution of impacts.
Citizenship	Consumer responsibility, labour dignity, shared systems and collective action.
Language and media	Claim analysis, persuasive techniques, source comparison and precise rewriting.

Common misconceptions and constructive responses

A natural fibre is always sustainable. Natural origin does not describe land use, water, chemicals, labour, durability, care or disposal. Ask which evidence is available for the specific product.

Recycling is the first circular solution. Prevention, long use, care, repair and direct reuse usually retain more product value before material recycling is considered.

Buying a new 'green' garment fixes an unsustainable wardrobe. Replacing useful clothing can create additional production. Begin with what is already owned and the real need.

One action has no value because the system is global. Individual action is limited, but schools can combine informed habits, shared infrastructure, public learning and partnership evidence.

Questions that move discussion forward

- Which stage of the garment journey is most visible to the user, and which stages are easiest to overlook?
- When does a sustainability improvement become a misleading absolute claim?
- What information would change your recommendation, and where might it be found?
- How can a school influence a system without pretending to control the whole supply chain?
- Which action preserves the most existing value in the garment under discussion?

Evidence quality standard

Good evidence for this module is a labelled journey map with at least two named sources, a clear line between facts and estimates, and a recommendation that mentions both the likely benefit and its limits. A modest map that admits what is unknown is worth more than a polished poster with no sources. When students compare options, make sure the products have the same purpose – otherwise they end up comparing marketing rather than use.

School Fashion Systems Audit

Map where clothing decisions are made in your school: uniform rules, lost property, sports kit, costumes, donation drives, cleaning, repairs, purchasing and the end-of-year clear-out. Students interview the adults responsible, write down what happens now and suggest one realistic improvement that does not add a burden for families. The proposal should say who would do it, what it needs, who might be left out, how you would know it worked and when to check again. The point is not to criticise anyone, but to see how rules, spaces and everyday habits affect each other.

> **TEACHER LENS** Students often arrive with strong opinions about fast fashion and very little information about their own T-shirt. Let them keep the opinion, but ask for one piece of evidence behind it.

The Garment Journey Lab

DURATION	100 minutes
GROUPING	Teams of 3–4
TANGIBLE OUTPUT	Annotated life-cycle map and improvement proposal
MATERIALS	One clean everyday garment per team; fibre and care-label reference; large paper or digital canvas; sticky notes; coloured markers; journey-map sheet.

Preparation

Choose garments with varied fibres and construction. Prepare stage cards and a source station. Do not require learners to disclose purchasing habits or family income.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
10 min	**Notice**	Observe the garment without interpretation. Record label information, construction features, wear, repairs and unknowns.
15 min	**Sequence**	Arrange production, distribution, use and end-of-use stage cards. Add arrows where one decision affects another stage.
20 min	**Investigate**	Use two reliable sources to add likely resource, labour, transport and care considerations. Mark estimates clearly.
20 min	**Find leverage**	Identify three points where design or behaviour could extend useful life or reduce unnecessary material use.
20 min	**Compare**	Rank the proposals by feasibility, likely benefit and evidence. Note one possible unintended consequence.
15 min	**Communicate**	Present one improvement as a precise claim with an evidence statement and limitation.

Inclusive participation

Provide a tactile garment, large-print stage cards, icon-supported vocabulary and a partially completed map. Learners may explain orally, photograph a sequence or use speech-to-text.

Safety and safeguarding

Use only clean, dry garments. Avoid unknown chemical residues and secure loose pins, broken fasteners or sharp trims before handling.

Assessment and retained evidence

Check whether the map shows connected stages, separates evidence from assumption and proposes a feasible action rather than a slogan. Retain one map per team, a source list, the final claim and a photograph of the presentation.

> **EXTENSION** Compare two garments that serve the same purpose but differ in fibre, construction, care or repair potential.

WORKSHOP GUIDE W2 · MODULE 1

Wardrobe Choices: Need, Use and Value

DURATION	70 minutes
GROUPING	Pairs, then individual reflection
TANGIBLE OUTPUT	Four-week clothing-life action plan
MATERIALS	Anonymous wardrobe scenarios; action cards; planning sheet; coloured pencils; optional calendar application.

Preparation

Create scenarios that avoid moral judgement and represent different climates, budgets, cultural practices, uniforms and accessibility needs.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
10 min	**Define value**	List what makes a garment valuable: function, fit, identity, memory, durability, repairability and frequency of use.
15 min	**Read scenarios**	Identify the user's actual need, constraint and available resources in two contrasting wardrobe cases.
15 min	**Generate options**	Consider care, repair, borrowing, swapping, alteration, second-hand selection or no purchase.
15 min	**Choose evidence**	Select one action and decide what can be counted, photographed, compared or reflected upon.
10 min	**Plan**	Write a four-week action with a starting point, checkpoint and realistic success indicator.
5 min	**Commit privately**	Choose what may be shared publicly and what remains personal.

Inclusive participation

Allow fictional scenarios instead of personal wardrobes. Offer symbol cards and a choice of written, audio or visual action plans.

Safety and safeguarding

Do not ask learners to share financial circumstances, body measurements or images of themselves wearing clothing.

Assessment and retained evidence

Look for an action that is specific, achievable, respectful of the user and linked to observable evidence. Keep anonymised action plans and a four-week reflection showing one success, one barrier and one adjustment.

EXTENSION Design a class campaign that promotes clothing care without encouraging new consumption.

VIDEO TUTORIAL · VT1

VT1 What Makes Fashion Sustainable? A Life-Cycle Introduction
Use before the practical demonstration so learners can preview tools and sequence, or afterwards for independent review. English narration with Romanian subtitles supports partner-school access.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT1

Teaching with VT1

Use the film to establish life-cycle vocabulary and to model the difference between an improvement and an absolute sustainability claim.

BEFORE VIEWING	Place one familiar garment at the centre of the room. Ask learners to write one stage they can see and one stage they cannot see. Collect the answers without correcting them yet.
DURING VIEWING	Pause after each life-cycle stage. Learners add a verb, a material or a decision to their map and mark whether the information is observed, sourced or inferred.
AFTER VIEWING	Teams rewrite one vague claim about the garment using a defined change, evidence boundary and limitation. Compare which version would be most useful to a consumer.
LEARNING CHECK	Learners can sequence the stages, identify at least two leverage points and explain why recycling is not the only circular strategy.

Accessible and independent use

Keep the subtitles on and let learners pause and rewind whenever they like. A printed list of the stages helps slower readers, and nobody needs to take notes while watching – they can sketch, point or tell a partner instead.

Portfolio evidence from the tutorial

The video itself is a learning resource, not proof of learner competence. Retain a short viewing note, one question or prediction, the learner's applied sample or decision, and the completed quality check. Where the tutorial is used for revision, ask the learner to identify the exact segment that solved a problem and to explain how the practical result changed afterwards.

Module review and transfer

To close the module, each learner writes three short lines in their portfolio: one decision they can back up with evidence, one thing they can now do, and one question they still have. Make a note of any adjustments you made for individual learners – they will help whoever teaches the module next time.

MODULE 02 · 4–6 GUIDED HOURS

Textile Literacy and Care

Fibre labels, fabric structures, construction and useful-life decisions

> **ESSENTIAL QUESTION** What can a label and close observation tell us before we wash, repair, reuse or redesign a garment?

Material literacy prevents avoidable damage and supports better design decisions. Fibre composition affects absorbency, heat response, strength, stretch and drying; fabric structure influences fraying, drape and stability; construction shows where a product may be opened, repaired or reused. No single property makes a fibre universally 'good' or 'bad'. The relevant question is whether the material, design, care and intended use work together responsibly.

Learners practise reading fibre and care labels, then compare label evidence with direct observation. They are expected to record uncertainty instead of guessing. The result is a garment material passport that travels with an upcycled piece and helps future users care for, repair and eventually recover its components.

Learning outcomes

- Read common fibre-composition and care-label information accurately.
- Distinguish woven, knitted and nonwoven structures through observation.
- Relate fibre, structure, construction and condition to a care or reuse decision.
- Create an accessible material passport that states known information and unknowns.

Core knowledge

Fibre content should be distinguished from fabric structure. Cotton and polyester are fibres; woven, knitted and nonwoven describe how fibres or yarns form a textile surface.

Blends can combine useful properties, yet may complicate fibre-to-fibre recycling. Components such as coatings, elastane, foam, zips and bonded layers also influence the best next-life route.

Care labels communicate minimum safe care, not a command to wash after every use. Airing, spot cleaning and prompt repair may extend useful life when they are appropriate for hygiene and the garment's function.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Reading a label and looking closely at a garment work best together. A label may give fibre percentages and care symbols, but it rarely mentions the type of yarn, the weight of the fabric, finishes, coatings, how the parts fit together or how worn the item is. Touch alone, on the other hand, cannot reliably tell you what a fibre is. So students combine the two: read what the label says, look at the structure and construction, try only safe, approved comparisons, and write down what they cannot confirm. That way they neither trust a label blindly nor guess confidently from appearance.

Care advice should fit the way a garment is actually used. Hygiene, climate, activity and the wearer's needs all matter, so the curriculum does not tell anyone how often to wash. Instead, students think about airing, spot cleaning, full loads, the right temperature, drying and early repair. They also notice how design affects care: dark and light panels together, removable parts, delicate trims, coatings or mixed materials can make an item harder to look after. The material passport records all this, so the next owner can make a better decision.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Chemistry	Fibre families, finishes, colour response and the limits of simple identification tests.
Physics	Stretch, recovery, absorbency, friction, insulation and fabric structure.
Mathematics	Percent composition, sample comparison, mass, dimensions and consistent units.
Digital literacy	Structured data, accessible passports, image evidence and source verification.

Common misconceptions and constructive responses

The fibre name tells us everything about performance. Structure, yarn, finish, weight, construction and condition can change how the same fibre behaves.

A blend is automatically poor quality. Blends may support performance and durability, although separation and recycling can be more difficult.

The care label requires the maximum treatment shown. Care symbols normally indicate a safe treatment limit; a less intensive appropriate action may be possible.

Touch is enough to identify a fibre. Handle can inform a hypothesis, but composition should be verified from reliable information and uncertainty recorded.

Questions that move discussion forward

- Which observation is most reliable, and which could be influenced by a finish or blend?
- How does fabric structure affect the repair technique you would choose?
- What care recommendation protects both hygiene and useful life?
- Which passport information will remain useful after the product changes owner?
- How should an unknown be written so that it guides future investigation?

Evidence quality standard

A solid textile profile includes the verified composition (when it is known), a correct description of the structure, observations someone else could repeat, and a decision that follows from them. Photos should show scale and the construction detail, not just an attractive overall view. Words like ‘pure’, ‘organic’ or ‘recyclable’ do not belong in a passport unless the source and route are named. The most useful record is the one that helps the next person care for, repair and take apart the item.

Comparative Care Investigation

Select two clean teacher-approved garments with different structures or fibre blends but a similar use. Build a comparison that includes label information, drying considerations, likely abrasion points, repair access and storage. Draft care guidance for a fictional user with a specific context, such as frequent sports use, limited drying space or sensory sensitivity. Peer reviewers must identify which recommendations are label-based, which are observational and which require further verification.

> **TEACHER LENS** Labels are wrong more often than you would expect, and some are missing altogether. Praise the student who writes “cannot confirm” – that is the right answer, not a failed one.

WORKSHOP GUIDE W3 · MODULE 2

Fibre and Fabric Detective

DURATION	100 minutes
GROUPING	Teams of 3
TANGIBLE OUTPUT	Evidence-based profiles for four textile samples
MATERIALS	Labelled textile samples; hand lenses or digital microscope; rulers; water droppers; absorbent cloth; reference cards; profile sheets.

Preparation

Include natural, regenerated and synthetic fibres and both woven and knitted structures. Confirm that every sample is clean. Do not use flame tests with learners.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
10 min	**Predict**	Describe surface, weight, stretch, drape and likely structure before reading the label.
20 min	**Observe**	Use magnification to identify loops, interlacing, bonding, pile or coating. Draw or photograph one structural detail.
15 min	**Test safely**	Compare controlled stretch, recovery and a small water-drop response without damaging the samples.
15 min	**Check**	Read the verified composition and care information. Correct predictions and explain which observations were reliable.
25 min	**Decide**	Recommend care, repair or reuse routes for each sample and identify any information still missing.
15 min	**Share**	Create a one-minute material briefing using evidence rather than fibre stereotypes.

Inclusive participation

Provide high-contrast sample mats, tactile descriptions, pre-written vocabulary and a role choice: observer, recorder, photographer or presenter.

Safety and safeguarding

Use only cool water and small drops. Clean spills promptly. Exclude flame, solvent and uncontrolled chemical tests.

Assessment and retained evidence

Assess the accuracy of observations, the separation of evidence from assumption and the logic of the care or reuse recommendation. Retain representative fibre profiles, labelled close-up photographs and one corrected prediction per team.

> **EXTENSION** Compare how repeated gentle stretching affects a knitted sample and a woven sample, without exceeding safe limits.

WORKSHOP GUIDE W4 · MODULE 2

Build a Garment Material Passport

DURATION	80 minutes
GROUPING	Individual or pairs
TANGIBLE OUTPUT	One-page accessible passport with QR-ready link
MATERIALS	Clean garment; passport template; camera; scale; measuring tape; computer or tablet; accessibility checklist.

Preparation

Create a shared naming convention and an approved folder. Demonstrate how to remove personal information from file properties and photographs.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
10 min	**Identify**	Record product type, source category, fibre composition, care information and components.
15 min	**Measure**	Record mass, dimensions and condition. Use ‘not known’ when data cannot be verified.
15 min	**Photograph**	Capture a clear overall image and one useful construction or repair detail.
20 min	**Write**	Add material history, care, repair and next-life guidance in concise language.
10 min	**Make accessible**	Write meaningful alt text, check contrast and use descriptive link text.
10 min	**Review**	Exchange passports and test whether another learner can understand and use the information.

Inclusive participation

Use a plain-language template, speech-to-text and photo-based evidence. Allow a partner to type while the learner directs the content.

Safety and safeguarding

Photograph garments on a neutral surface; do not include faces, names, location data or school access details.

Assessment and retained evidence

Check accuracy, completeness, accessibility, privacy and whether care and next-life guidance follows from the recorded evidence. Export the approved passport as PDF and archive it with the source photograph and review checklist.

EXTENSION Create a QR code and attach it to a showcase label after the public link has been approved.

VIDEO TUTORIAL · VT2

VT2 How to Read Fibre and Care Labels
A good short opener before learners handle the garments. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT2

Teaching with VT2

Use the close-up label examples to prepare learners for independent fibre, care and construction observation.

BEFORE VIEWING	Give pairs a garment label and ask them to circle verified information, underline a symbol they understand and place a question mark beside an unfamiliar element.
DURING VIEWING	Pause when a fibre or care symbol is introduced. Learners locate the matching information on their own label and note what the label does not reveal.
AFTER VIEWING	Learners write two care recommendations: one directly supported by the label and one that depends on use or condition. They label the second as contextual advice.
LEARNING CHECK	Learners distinguish fibre composition from fabric structure and avoid identifying fibres from touch alone.

Accessible and independent use

Subtitles on, and a printed sheet of care symbols on every desk. Learners with low vision can use enlarged labels or the zoom on a phone camera; anyone can pause the film to match a symbol with the label in their hand.

Portfolio evidence from the tutorial

For the portfolio, a photo of the learner's own label notes is worth more than a line saying the video was watched.

Water and energy in everyday care

A good part of what a family can change about a garment's footprint happens after it is bought: how often it is washed, at what temperature, and how it is dried. These are also decisions students can see at home, which makes them a good bridge between the textile lab and daily life. Points worth sharing, kept deliberately cautious:

- Washing at a lower temperature and with a full load usually uses less energy. The right temperature still depends on the fibre, the dirt and hygiene needs.
- Tumble drying generally uses much more energy than drying on a line or a rack.
- Airing a garment between wears can replace some washes, especially for jumpers and jeans.
- Synthetic garments shed microfibres in the wash. Fewer, fuller and cooler washes, and filter bags or machine filters, can reduce this.
- The EU energy label for washing machines shows energy use per 100 cycles and water use per cycle for the standard eco programme – a real data source students can read.

Laundry and drying audit (50 minutes)

TIME	PHASE	FACILITATION AND LEARNER ACTION
10 min	Read the labels	Learners read a washing-machine energy label (a photo is enough) and the care label of one school garment.
15 min	Compare	In pairs, compare two ways of caring for the same garment: a hot wash plus tumble dryer, and a cooler full load plus rack drying. List what changes.
15 min	Find a number	Use the label and one named source to put a rough figure on one difference. Mark it clearly as an estimate.
10 min	Decide	Write one care habit that would work in a real household, and its limits.

HOME OPTION Students may note one week of laundry at home – temperature and drying method only. Keep it optional and offer a fictional household instead; not every family has a washing machine, a balcony or the time to change routines.

Module review and transfer

Finish with the same three portfolio lines: a decision backed by evidence, a new skill, an open question. Science and technology colleagues will recognise a lot of this module, so it is worth telling them about it.

MODULE 03 · 5–7 GUIDED HOURS

Responsible Collection and Sorting

Clean inputs, transparent routes and auditable material records

ESSENTIAL QUESTION How can a school collect textiles without turning good intentions into unmanaged waste?

A collection campaign is useful only when it begins with a verified destination. Schools need clear acceptance rules, safe storage, realistic capacity and a plan for items that cannot be used in the project. Learners should see the collection as a material-management system, not as a competition to gather the largest volume.

Sorting is full of real maths and systems thinking. By weighing what comes in and recording where it goes, students can work out how much is reused or used in the workshops, check that the totals add up and say honestly what they could not measure. Clean records also protect the school's credibility: the same kilogram must never be counted twice, and 'collected' is not the same as 'upcycled'.

Learning outcomes

- Design a collection message with clear acceptance and refusal criteria.
- Set up a safe, accessible and traceable collection station.
- Sort materials consistently and calculate net mass by route.
- Report collected, reused, recovered and transferred material as distinct indicators.

Core knowledge

A responsible hierarchy normally prioritises continued use and donation of suitable items, project reuse, component recovery and only then an accepted recycling route.

Condition, cleanliness, fibre composition, size, construction and local partner requirements affect a textile's route. The destination should be agreed before the public call is issued.

Net mass is gross mass minus the weight of the container. Each batch needs a date, a route, a mass, the name of the person who recorded it and a note saying whether it has been checked, so the numbers can be traced later.

Systems lens and teacher knowledge

Before it is an environmental campaign, a collection is a matter of logistics and responsibility. For a while, the school looks after material that families have given, so it needs a clear route, safe storage and an honest public message. Do not let the campaign suggest that every donated item will become something new. Some things will still be wearable, some will suit the workshops, some will provide useful parts, and some will need to go to a verified outside partner. Clear rules about what you refuse protect health, storage space and your relationships with partners.

Good records matter because sooner or later someone will ask for numbers. ‘Received’, ‘accepted’, ‘used’, ‘transferred’ and ‘completed’ are different things. Students practise coding batches and checking totals, so that each kilogram is recorded once and its journey can be explained. If an item goes from the collection to a workshop and then to the showcase, it must not be counted again along the way. Small, reliable records are worth more than impressive totals nobody can reconstruct.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Mathematics	Gross, tare and net mass; totals by category; percentage routes and reconciliation.
Technology	Workflow design, labels, storage systems, dashboards and traceable identifiers.
Citizenship	Public responsibility, community trust, donation dignity and transparent communication.
Health education	Hygiene, contamination, manual handling and safe working routines.

Common misconceptions and constructive responses

More collected material always means a better campaign. Volume without capacity or a verified route can create unmanaged waste and risk.

Every donated garment should be cut for the project. Wearable items may retain more value through continued use or an approved reuse route.

Collected mass and upcycled mass are the same indicator. Collection, project use, transfer and finished outcomes require separate records.

Donor names improve traceability. Batch and route codes usually provide the necessary traceability without collecting personal data.

Questions that move discussion forward

- What will happen to each accepted category before the campaign is announced?
- How can refusal be communicated respectfully and clearly?
- Which role can be completed without lifting or touching incoming textiles?
- How will the team discover and correct a discrepancy in the mass log?
- Which evidence proves transfer to a partner rather than only intention?

Evidence quality standard

At a minimum, keep the approved call for donations, the acceptance and refusal rules, a photo of the collection point, a signed route plan and the campaign dates. For the material itself, keep the batch code, net mass, category, route, recorder and whether the batch has been checked. Photos should never show who donated what. A chart can show running totals, but the original log is the record that counts – and corrections should stay visible in it, not be quietly written over.

Collection-System Stress Test

Before the real campaign, run a simulation with labelled sample bags representing common, uncertain and refused items. Assign learners to donor, intake, sorter, recorder, checker and accessibility-observer roles. Introduce one deliberate problem: a missing tare, an unlabelled bag, an item outside the rules or a full storage area. After the simulation, revise signs and responsibilities. Record which control detected the problem and which weakness would have remained invisible without the test.

> **TEACHER LENS** The temptation is to celebrate the biggest pile. Celebrate the cleanest log instead: a smaller batch with honest records is worth more than a mountain nobody can account for.

WORKSHOP GUIDE W5 · MODULE 3

Design a Responsible Textile Collection

DURATION	90 minutes plus campaign period
GROUPING	Campaign teams of 4–5
TANGIBLE OUTPUT	Approved collection plan and public message
MATERIALS	Partner requirements; floor plan; campaign template; risk checklist; sample signs; route and responsibility matrix.

Preparation

Confirm an internal project use route and an external reuse or recycling partner. Identify storage limits, collection dates, responsible adults and escalation procedures.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	**Verify the route**	Record what the project can use, what the partner accepts, how material will move and what is refused.
15 min	**Define the call**	Write accepted items, cleanliness standard, dates, location and what donors should not bring.
15 min	**Design the station**	Plan labelled containers, accessible approach, hand hygiene, secure storage and a weighing area.
15 min	**Assign roles**	Name the adult owner, daily monitor, weighing team, communications lead and transfer recorder.
15 min	**Test clarity**	Ask a group unfamiliar with the plan to sort example items using only the proposed signs.
15 min	**Approve**	Revise the message and obtain school approval before public release.

Inclusive participation

Use icons, plain language and translations relevant to the local community. Keep the station physically reachable and assign non-lifting roles.

Safety and safeguarding

Reject wet, mouldy, contaminated, sharp or pest-affected items. Adults manage heavy containers and any uncertain donation.

Assessment and retained evidence

Evaluate route verification, clarity, accessibility, safety, role ownership and whether the campaign avoids misleading promises. Archive the final plan, approved public message, station photograph, campaign dates and partner confirmation.

EXTENSION Create partner-language versions and conduct a comprehension test before publication.

WORKSHOP GUIDE W6 · MODULE 3

Sortathon and Material Library

DURATION	120 minutes
GROUPING	Rotating station teams
TANGIBLE OUTPUT	Reconciled mass log and labelled material library
MATERIALS	Digital scales; tare-labelled containers; gloves if required locally; route signs; batch labels; sorting and mass log; camera.

Preparation

Create one-way movement through intake, condition check, category sort, weighing, recording and storage. Calibrate scales and prepare a quarantine area.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	**Brief**	Review acceptance rules, roles, hygiene, manual handling and the rule that uncertain items go to an adult.
20 min	**Intake**	Assign a batch code and check cleanliness, condition and category without recording donor identity.
30 min	**Sort**	Route items to continued use, project use, component recovery, partner route or refusal/quarantine.
20 min	**Measure**	Weigh each batch, subtract the container tare and record the net mass once.
20 min	**Build the library**	Label usable materials by structure, approximate size, condition and reserved purpose.
15 min	**Reconcile**	Compare physical batches with the log, investigate differences and approve totals.

Inclusive participation

Provide seated sorting, lightweight samples, colour-plus-text labels and roles in recording, photography, checking or data entry.

Safety and safeguarding

Use good ventilation and hand hygiene. Do not shake dusty textiles. Adults move heavy containers and isolate uncertain material.

Assessment and retained evidence

Check consistent routing, correct net-mass calculations, traceable batch codes and an organised material library. Retain the signed log, photographs of stations and stored batches, transfer records and the final reconciliation.

EXTENSION Create a partner-school dashboard showing cumulative kilograms by route without personal information.

VIDEO TUTORIAL · VT3

VT3 How to Set Up a Textile Collection and Sorting Station
Watch it with the team that will run the collection point, ideally before the call for donations goes out. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT3

Teaching with VT3

Use the tutorial as a visual rehearsal for a safe, one-way collection and sorting workflow.

BEFORE VIEWING	Show the proposed floor plan and ask learners to trace the journey of one bag from arrival to storage or transfer. Identify crossings and missing decisions.
DURING VIEWING	Pause at intake, sorting and weighing. Teams name the responsible role, evidence created and action taken when an item is uncertain.
AFTER VIEWING	Run a three-item simulation and revise signs or station positions before the real campaign opens.
LEARNING CHECK	Learners can explain acceptance rules, calculate net mass and keep collected, reused and transferred quantities separate.

Accessible and independent use

Keep the subtitles on and pause often. Learners who will not lift or sort can follow the film as recorders, checkers or sign designers – on the day, those roles matter just as much.

Portfolio evidence from the tutorial

Keep the simulated batch sheet the learner filled in after the film. That sheet is the evidence, not the viewing.

Module review and transfer

Close with the three portfolio lines. Collections touch maths (mass, percentages), citizenship and the school's own routines, which makes this a good module to share with colleagues outside the textile room.

MODULE 04 · 4–5 GUIDED HOURS

Hand-Stitching Foundations

Control, strength and repair-ready practical skills

ESSENTIAL QUESTION How do stitch choice, spacing and thread control affect the function and durability of a repair?

Hand stitching gives learners immediate control over a material and makes construction visible. The goal is not perfect decorative work; it is a secure, appropriate and repairable join. Learners practise on samplers before working on valued garments and learn to select a stitch according to load, fraying, stretch and finish.

Demonstration quality matters. Critical hand movements should be shown slowly, from a stable viewpoint, with contrasting thread and oversized fabric. The accompanying tutorial can be paused and replayed, while the teacher checks posture, tool handling and thread tension in person.

Learning outcomes

- Thread a needle, start and finish securely and manage a safe working length.
- Produce four recognisable hand stitches with controlled tension.
- Select a stitch for seam strength, edge control or patch attachment.
- Use a simple quality checklist and identify one improvement in a sampler.

Core knowledge

Running stitch is fast and flexible for gathering, basting and light seams. Backstitch forms a stronger continuous line for secure repairs.

Overcast or whip stitches control an exposed edge; blanket stitch can secure a visible patch while protecting the cut edge.

Knot security, even tension, suitable stitch length and protected thread ends matter more than visual perfection. The stitch must allow the material to behave as intended.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Stitching skill grows through control, feedback and repetition with a purpose. Students' samples will not look the same: fabric, thread, needle, handedness, eyesight and motor control all affect the result. What they share is a functional standard. The thread ends are secure, the tension does not pull the fabric out of shape, the stitch is recognisable and the student can explain why it suits the job. Use practice fabric that is big enough to see the movement and cheap enough to unpick without worrying.

A steady demonstration makes everything easier. Show one movement at a time, say which hand is moving, pause before pulling the thread through and show both sides of the fabric. You can project the tutorial, but also walk round to check how needles are held and how tight the thread is. Peer coaching works well when the coach uses an agreed checklist and asks before touching someone else's work. When you correct, start with the smallest change that will help.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Design and technology	Joining methods, edge control, sequence, tolerances and quality assurance.
Mathematics	Spacing, line, scale, repetition and comparison of stitch density.
Physical education	Posture, fine-motor control, rest, pacing and ergonomic tool use.
Language	Procedural vocabulary, clear demonstration commentary and peer feedback.

Common misconceptions and constructive responses

Small stitches are always stronger. Stitch size must suit material, thread and load; excessively small stitches can damage or stiffen fabric.

Tight thread makes a secure seam. Excessive tension puckers fabric, restricts stretch and may concentrate stress.

A neat front proves a good stitch. Both sides, secure ends, tension and behaviour under movement must be checked.

Speed shows mastery. Safe, repeatable control and the ability to select a stitch are stronger evidence than speed.

Questions that move discussion forward

- What changes when the same stitch is used on woven and knitted fabric?
- Where is tension visible on the front and reverse?
- Which stitch is easiest to undo, and when is reversibility useful?
- How can the workspace reduce fatigue and lost tools?
- Which single adjustment would most improve the current sample?

Evidence quality standard

Label the sampler, photograph it clearly and review it with a short skill card: which stitch, what it is for, a secure start and finish, spacing, tension and safe handling. Decorative neatness should not be the only standard. If a student uses adapted equipment or help, record the decisions they made and the quality they controlled, not just the support they had.

Stitch Selection Clinic

Prepare four small fault cards: an open seam, a fraying edge, a loose patch and a temporary fitting line. Teams select a stitch, thread and spacing for each, then make a short sample and test it gently. They compare the result with another team that chose differently. The final note explains which solution is stronger, which is easier to remove, and which would be most comfortable for the intended location on a garment.

> **TEACHER LENS** Some students will be fast; others will need three attempts at a running stitch. Turn the sample over and look at the back, and at the improvement between the first and last row – not at speed.

WORKSHOP GUIDE W7 · MODULE 4

Essential Hand-Stitch Sampler

DURATION	120 minutes
GROUPING	Individual practice with peer coaching
TANGIBLE OUTPUT	Labelled sampler with running, back, overcast and blanket/whip stitch
MATERIALS	Firm reclaimed fabric; blunt or standard hand needles selected for learners; contrasting thread; needle threaders; thimbles; clips; ruler; stitch card.

Preparation

Prepare large demonstration samples, pre-cut practice pieces and individual tool trays. Count needles before the session and define the return procedure.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
10 min	**Set up safely**	Choose a comfortable position, organise the tray and demonstrate passing, storing and retrieving needles.
20 min	**Control thread**	Practise threading, a secure start, a manageable thread length and a neat finish.
20 min	**Running stitch**	Follow a marked line, then try an unmarked line while keeping tension relaxed.
25 min	**Backstitch**	Build a strong seam line and compare the reverse side with running stitch.
25 min	**Edge stitches**	Use overcast and blanket or whip stitch on an edge and a small patch.
20 min	**Quality check**	Test security and flexibility, label the samples and record one next step.

Inclusive participation

Offer larger needles, needle threaders, embroidery hoops, pre-marked lines, high-contrast thread and short practice intervals. Pair learners by consent, not assumption.

Safety and safeguarding

Use a needle count at the start and end. Store needles in a pad or closed tray, cut thread with controlled scissors and stop if a needle is damaged.

Assessment and retained evidence

Use the stitch card to review secure ends, recognisable structure, appropriate spacing, tension and safe tool handling. Photograph the labelled sampler with a learner code and retain the completed skills card.

> **EXTENSION** Add a button, ladder stitch or small hem and explain where it could be used.

VIDEO TUTORIAL · VT4

VT4 Four Essential Hand Stitches for Garment Repair
Better in short pieces: one stitch, pause, practise, then the next. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT4

Teaching with VT4

Use stable close-up demonstration to reinforce safe needle handling, thread control and stitch selection.

BEFORE VIEWING	Prepare contrasting thread and a large fabric sample. Learners identify the safe resting place for the needle and arrange the tool tray before viewing.
DURING VIEWING	Pause before the thread is pulled through. Learners predict the direction and locate the previous stitch on the front and reverse.
AFTER VIEWING	Complete short samples of the four stitches, label their function and use a peer checklist without touching another learner's work unless invited.
LEARNING CHECK	The stitch is recognisable, ends are secure, tension suits the material and the learner can justify its use.

Accessible and independent use

Hand movements are the whole point of this film, so pause often and repeat each step live, slowly, with thick contrasting thread. A learner who cannot manage a needle can still name the stitch, check a partner's tension or direct the work.

Portfolio evidence from the tutorial

Keep the stitch sample, with the minute of the video that helped most written on the back.

Module review and transfer

Close with the three portfolio lines. The open question is usually practical – how to finish a thread neatly, why a seam puckers – and it makes a good starting point for the next session.

MODULE 05 · 5–7 GUIDED HOURS

Repair and Visible Mending

Diagnosis before decoration; durable repairs that respect the user

ESSENTIAL QUESTION How can a repair solve the cause of damage while becoming a valued part of the garment?

Repair begins with diagnosis. A torn seam, worn fabric, missing fastening and poor fit require different interventions. Covering damage without understanding stress, stretch and abrasion can move the failure to the edge of a patch or make a garment uncomfortable. Learners therefore record the fault, likely cause and test method before choosing a technique.

Visible mending can celebrate material history, but visibility is always the user's choice. A successful repair is safe, comfortable, washable as appropriate and honest about its limitations. It also includes aftercare advice and a plan for reinspection after wear.

Learning outcomes

- Diagnose the type and likely cause of a garment fault.
- Plan a patch with adequate overlap, compatible material and suitable stitch.
- Complete and test a visible or discreet repair chosen with the user.
- Document before, process and after evidence with care instructions.

Core knowledge

A patch should extend beyond weakened material into a stable area, distribute load and match the flexibility of the garment.

Edges may be turned, overcast, covered or intentionally allowed to fray within a controlled boundary. Internal patches can preserve an external appearance; external patches can become a design feature.

Durability tests should simulate normal use gently: movement, light stretching, a controlled load or laundering only when the materials and setting make it safe.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Visible mending is a design choice, not a requirement. Some users welcome contrast and storytelling; others need a discreet repair for uniform, employment, cultural or personal reasons. Consultation is therefore part of quality. The maker asks about appearance, movement, touch, laundering and intended use, then translates the answers into criteria. A repair that attracts attention but is uncomfortable or unsuitable for the user is not successful.

Damage is often larger than the visible hole. Abrasion can weaken the surrounding fibres, and a patch stitched only to the fragile edge may tear again. Diagnosis includes gentle inspection of the area around the fault and the forces that caused it. The repair distributes stress into stable material, avoids stiff edges in sensitive locations and remains accessible for future repair. Documentation should show what was actually repaired, not only a styled final photograph.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Engineering	Failure analysis, load paths, reinforcement, testing and iterative improvement.
Art and design	Contrast, rhythm, texture, composition and user-led visual choice.
Health and wellbeing	Comfort, sensory needs, movement, dignity and personal attachment.
History and culture	Repair traditions, domestic knowledge and changing attitudes to visible wear.

Common misconceptions and constructive responses

Covering the hole completes the repair. The weakened surrounding area and cause of failure must also be addressed.

A thicker patch is always stronger. An incompatible stiff patch may concentrate stress or reduce comfort and movement.

Visible mending is more sustainable than discreet repair. Visibility is an aesthetic choice; suitability, useful life and user acceptance matter more.

A successful classroom test proves long-term durability. It provides limited evidence; wear and laundering over time still need observation.

Questions that move discussion forward

- Where does the fabric change from weak to stable?
- What caused the damage, and will the repair change that cause?
- Which edge, seam or surface might irritate the user?
- How much evidence is enough to describe the repair as tested?
- What should the next user inspect first?

Evidence quality standard

A complete repair record shows the fault before intervention, the diagnosed cause, user criteria, patch and stitch choice, process detail, final result, use-related test, care advice and limitation. Photograph the reverse where it reveals construction. A post-wear or post-wash note is particularly valuable because it can confirm or challenge the original prediction. Do not crop images so tightly that scale and garment location disappear.

Repair Decision Conference

Give teams the same damaged teacher sample and three user profiles with different needs. Each team proposes a repair for one profile, including visibility, patch placement, stitch, test and care. In a short conference, teams compare how the user changes the design even though the damage is identical. The class then writes a shared rule explaining why repair quality cannot be judged from appearance alone.

> **TEACHER LENS** A repair that looks a little clumsy but holds is a success. Ask “will it survive a wash?” before “does it look nice?”

WORKSHOP GUIDE W8 · MODULE 5

Repair Clinic: Diagnose, Plan, Mend

DURATION	150 minutes across two sessions
GROUPING	Individual makers with consultation pairs
TANGIBLE OUTPUT	Tested repair and complete repair record
MATERIALS	Clean repairable garments or teacher samples; reclaimed patch fabric; needles; thread; pins or clips; scissors; ruler; chalk; repair record; camera.

Preparation

Screen all items for cleanliness and suitability. Provide teacher-made damage samples for learners who do not bring a garment. Define techniques that require adult operation.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
20 min	**Diagnose**	Identify the fault, weakened area, stress direction, stretch, likely cause and whether repair is appropriate.
20 min	**Consult the user**	Agree function, comfort, visibility and care preferences. Record success criteria.
25 min	**Plan**	Select patch material and stitch, mark adequate overlap and create a short assembly sequence.
45 min	**Mend**	Stabilise the area, attach the patch with controlled tension and secure all thread ends.
20 min	**Test**	Inspect the reverse, move or load gently as intended and address roughness, pulling or weak edges.
20 min	**Document**	Capture before and after images, write care advice and schedule a post-use inspection.

Inclusive participation

Offer pre-cut patches, clips instead of pins, large-print steps, an embroidery hoop and options to plan, photograph, test or narrate as part of a team.

Safety and safeguarding

Repair only clean items. Avoid high-risk protective clothing. Manage sharps through counted trays and use machines only under local training and supervision rules.

Assessment and retained evidence

Evaluate diagnosis, user fit, security, comfort, material efficiency, finish, test evidence and honest reflection. Retain the repair record, criteria, before/process/after photographs and a post-wear or post-wash note where possible.

> **EXTENSION** Estimate how much useful life the repair may add and explain why this remains an estimate until observed over time.

VIDEO TUTORIAL · VT5

VT5 Visible Patching: From Damage Diagnosis to a Durable Finish
Show the diagnosis part and stop; let learners plan their own repair before they see the finished patch. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT5

Teaching with VT5

Use the diagnosis sequence to prevent learners from treating patching as decoration alone.

BEFORE VIEWING	Examine a teacher sample and mark the visible fault, weakened surrounding area and likely direction of stress. Do not select a patch yet.
DURING VIEWING	Pause at patch sizing, placement and edge control. Learners compare the film with their diagnosis and revise the planned overlap.
AFTER VIEWING	Write a repair specification for a named user, including visibility preference, comfort, test and reinspection.
LEARNING CHECK	The patch reaches stable material, matches flexibility, distributes load and remains comfortable and repairable.

Accessible and independent use

Pause at each decision: where the patch goes, how far it overlaps, how the edge is finished. If stitching is hard for someone, let them describe or direct the repair – the diagnosis is the difficult part anyway.

Portfolio evidence from the tutorial

Ask for one sentence: which part of the video changed how the learner planned the patch?

Module review and transfer

Close with the three portfolio lines, plus one sentence about what the repair means to the person who owns the garment. Repair stories often turn out to be the part students remember best.

MODULE 06 · 5–7 GUIDED HOURS

Natural Colour and Low-Impact Surfaces

Small swatches, controlled variables and cautious claims

ESSENTIAL QUESTION How can colour experiments become safer, repeatable and less wasteful?

Natural origin does not automatically mean low impact or safe. Colour results depend on fibre, preparation, pH, concentration, temperature, time and aftercare; some plants and mordants can be irritant, toxic or resource-intensive. In a school setting, the responsible approach is a small-scale, teacher-approved swatch investigation using known food-safe or locally approved materials.

The learning value lies in controlled comparison and documentation. Students change one variable at a time, measure inputs, label every sample and report uncertainty. A pale or uneven result is useful evidence when it is recorded honestly and used to improve the next test.

Learning outcomes

- Plan a controlled swatch comparison and identify the independent variable.
- Measure and record material and process information consistently.
- Follow local safety procedures for heat, liquids and approved colour materials.
- Describe results cautiously and recommend a next test rather than overclaiming.

Core knowledge

Different fibres interact with colourants in different ways. Preparation and consistent sample size are necessary before comparisons are meaningful.

A dye log records material, fibre, mass, liquid volume, colour source, preparation, temperature, time, pH when measured, rinse method and final observation.

Surface design can add value to existing patches and components, but it should not conceal weak material or introduce processes that undermine care, safety or future reuse.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Treat natural colour as an investigation, not as a recipe with a guaranteed result. Plant variety, season, storage, water, fibre, preparation, pot, temperature and time can all change the colour. A school experiment will rarely control all of these, which is why the notes matter so much. Students should be able to say what they kept the same, what they changed and why their conclusion is limited. A result that surprises you is not a failure if the process was properly recorded.

Scale matters too. A small swatch made for learning uses very little; repeating the same process for many garments can use a lot of water, heat and material. Talk with the class about whether colour adds enough value to justify the process, and whether an existing patch, label or small component is a better place for it than a whole new item. Cleaning up, dealing with residues and disposing of them properly are part of the method, not an afterthought.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Chemistry	Solutions, concentration, pH, temperature, interaction with fibres and cautious inference.
Biology	Plant sources, local ecosystems, safe identification and responsible harvesting.
Mathematics	Ratios, mass, volume, time, controlled variables and comparison tables.
Art	Colour families, value, repetition, surface design and purposeful application.

Common misconceptions and constructive responses

Natural means harmless. Natural materials can irritate, stain, harm ecosystems or require unsafe mordants; approval and risk assessment remain necessary.

A brighter colour is a better result. The relevant criteria may include evenness, resource use, suitability, care and reproducibility.

One swatch proves colourfastness. Light and wash behaviour require separate controlled observations over time.

Changing several variables saves time. It prevents the team from explaining which change influenced the result.

Questions that move discussion forward

- Which variable is being changed and which are held as constant as possible?
- How will every wet swatch remain identifiable?
- What safety decision belongs to the adult rather than the learner?
- Does the colour add enough value to justify the process at this scale?
- What next test follows logically from the observed result?

Evidence quality standard

A reliable dye log records sample code, fibre, mass, colour source, measured quantities, preparation, temperature range, time, approved pH reading when used, rinse, drying and observation. Mounted swatches need matching codes and neutral lighting for photography. Claims should describe the observed sample and test conditions; avoid general statements about permanence, safety or environmental benefit that the investigation did not measure.

Resource-Aware Colour Brief

Teams receive a fixed quantity of reclaimed swatches and a strict allowance for water, colour material and heating time. They must choose one useful question, design the comparison and justify why the information gained is worth the resource. After the results are dry, teams propose one application to a patch or label and one reason not to scale the process. The final comparison includes both colour evidence and a simple input account.

> **TEACHER LENS** Some groups will be disappointed: pale colours, patchy swatches. That is real data. Keep adult-only steps adult-only, even when it slows the session down.

WORKSHOP GUIDE W9 · MODULE 6

Natural Colour Swatch Laboratory

DURATION	120 minutes plus drying and review
GROUPING	Laboratory teams of 3–4
TANGIBLE OUTPUT	Labelled swatch series and completed dye log
MATERIALS	Teacher-approved colour source; prewashed reclaimed swatches; heat-safe vessels; measuring jug; scale; tongs; labels; gloves and eye protection if required; dye log.

Preparation

Complete the local chemical and heat risk assessment. Select only approved materials, check allergies, prewash swatches and define adult-only operations.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	**Question**	Choose one variable—such as fibre, concentration or time—and predict its effect.
15 min	**Baseline**	Measure equal swatches, record fibre and mass, and label every sample before wet work begins.
20 min	**Prepare**	Measure liquid and colour material consistently. Record the method and any approved pH reading.
30 min	**Process**	Apply the controlled treatment under supervision and record temperature range and time.
20 min	**Rinse and dry**	Follow the approved rinse method, prevent sample mixing and dry in a designated area.
20 min	**Compare**	Mount the dry samples, describe colour and evenness, state limitations and propose one next test.

Inclusive participation

Offer roles in measuring, timing, labelling, photographing and recording. Provide pre-labelled templates, symbol instructions and a no-contact role for learners with sensitivities.

Safety and safeguarding

Use only teacher-approved materials and equipment. Adults manage hot vessels and concentrated preparations. Never taste materials and never assume edible equals non-irritant.

Assessment and retained evidence

Review control of variables, measurement accuracy, safe practice, traceable labels and the caution of the conclusion. Retain mounted swatches, completed logs, risk documentation and photographs of the controlled set-up.

> EXTENSION After approval, compare light or wash fastness using a consistent small-scale test and record change rather than claiming permanence.

WORKSHOP GUIDE W10 · MODULE 6

Low-Waste Print and Surface Design

DURATION	90 minutes
GROUPING	Pairs
TANGIBLE OUTPUT	Tested motif applied to an existing patch or component
MATERIALS	Approved low-impact print medium; reclaimed test fabric; simple stamps, stencils or blocks; scrap paper; measuring tools; design grid.

Preparation

Select a process compatible with school policy and the intended care routine. Prepare a small test station and a method for collecting residues.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	**Brief**	Define the user, surface, motif purpose, maximum coverage and care requirement.

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	**Prototype**	Create three small alternatives on scrap paper or reusable planning material.
20 min	**Test**	Apply the chosen process to reclaimed fabric and check legibility, hand feel and bleeding.
15 min	**Revise**	Change scale, spacing or pressure based on the test rather than adding more material.
15 min	**Apply**	Decorate a patch, pocket, label or existing component using the minimum useful medium.
10 min	**Account**	Record new inputs, residues, cleaning method and care guidance.

Inclusive participation

Provide ergonomic handles, stencil options, visual step cards and digital motif planning for learners who prefer not to handle wet media.

Safety and safeguarding

Use approved media with ventilation and surface protection. Follow manufacturer instructions and prevent accidental contact with food areas.

Assessment and retained evidence

Evaluate fit to brief, quality of testing, controlled use of material, finish and care information. Photograph the three alternatives, test and final application together to show iteration.

> EXTENSION Use the motif as a consistent visual identity across several repaired pieces without creating new textile products.

VIDEO TUTORIAL · VT6

VT6 Natural Colour Swatches: Safe Testing and Process Records
Preview this one alone first and decide which steps stay adult-only in your room. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT6

Teaching with VT6

Use the swatch process to model controlled comparison, complete records and cautious interpretation.

BEFORE VIEWING	Display two unlabelled colour swatches and ask which information is required before the difference can be explained.
DURING VIEWING	Learners complete a blank dye log as the process unfolds, marking the controlled variable and adult-only operations.
AFTER VIEWING	Compare the film record with the class plan. Remove any step or material not approved locally and state one realistic difference in expected results.
LEARNING CHECK	Every sample remains traceable and conclusions refer to the tested conditions rather than natural colour in general.

Accessible and independent use

Subtitles on, and say out loud what is happening when the change is only visual – colour shifts are easy to miss. Learners who should not handle hot or wet materials can time, measure, label and record.

Portfolio evidence from the tutorial

Keep the swatch log. If the learner's result differs from the film, record why – the difference is useful.

Module review and transfer

Close with the three portfolio lines. Here the open question is often a scientific one – why did this swatch take the colour and that one did not? – and it deserves a proper answer, perhaps with help from the chemistry teacher.

MODULE 07 · 5–7 GUIDED HOURS

Upcycling a T-Shirt

Designing a useful carry item while preserving existing value

ESSENTIAL QUESTION How can an unwanted T-shirt become a functional product without new fabric?

Upcycling is most credible when the new product has a real use, performs reliably and does not require more new material than the problem warrants. A T-shirt offers accessible geometry, stretch fabric and existing seams that can be retained. The constraint encourages learners to measure first, preserve useful features and prototype before cutting.

The product is assessed as a design response, not as decoration. Teams define a user and load, identify the likely failure point, test it and write care and repair guidance. Offcuts are recorded and assigned a realistic next use; this makes material efficiency visible without claiming that waste has been eliminated.

Learning outcomes

- Write a user-centred brief with measurable success criteria.
- Plan a carry item that retains useful seams and limits new components.
- Construct and test the product using an appropriate hand or supervised machine method.
- Calculate material use and document offcut routes, limitations and repair options.

Core knowledge

Existing hems, side seams, sleeves, neck rib and printed areas are resources. Their position can reduce construction and create handles, reinforcement or pockets.

Knitted fabric stretches and may curl at cut edges. Direction of stretch, load distribution and handle comfort should be considered before assembly.

A prototype can be made through folding, clipping and paper templates. Testing dimensions and access before cutting prevents irreversible mistakes.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Upcycling begins with a need and an available material, not with a predetermined product. The T-shirt carry-item tutorial demonstrates one accessible route, while the workshop asks learners to adapt dimensions, reinforcement and use to the actual garment. Existing seams, hems, ribbing and printed areas can reduce work or create useful features. Damage may also become a boundary that shapes the design. Measuring and prototyping before cutting keeps these options open.

Functional testing should match the stated purpose. A light book bag, sports-accessory pouch and decorative storage item require different capacity, handle and seam criteria. The team should not select an excessive test load simply to create a dramatic demonstration. Test gradually, stop before unsafe failure and document the load and duration. The product story should state the conditions, not claim universal strength.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Engineering	User requirements, stress points, reinforcement, testing and repair planning.
Mathematics	Dimensions, capacity, symmetry, seam allowance and material-use calculation.
Entrepreneurship	User need, value proposition, production planning and honest product communication.
Art and design	Composition using existing graphics, colour, seams and garment geometry.

Common misconceptions and constructive responses

Any transformation is upcycling. The new outcome should have a credible use and retain or increase functional value.

Cutting first makes ideas easier to see. Irreversible cutting removes alternatives; folding, clipping and templates reveal problems earlier.

No new fabric means no new input. Thread, labels, fasteners, energy and tools should still be acknowledged.

A single successful lift proves durability. It is a limited classroom test and should be reported with load, duration and inspection result.

Questions that move discussion forward

- Which existing feature saves the most construction or new material?
- Where will the product carry load, and how will that force travel?
- Can the user open, carry and store the item comfortably?
- Which cut can be delayed until the prototype is approved?
- What is the most likely future repair?

Evidence quality standard

The design brief, two alternatives, clipped or paper prototype, approved cutting plan, process photographs, load test and material account should tell one connected story. Offcuts require a named route rather than a decorative pile in the photograph. If the product uses machine stitching, record the supervised operation and the learner decisions that shaped it. The passport should make clear which seams or components came from the original shirt.

User Test Before Any Show

Create a short test circuit based on the carry item’s purpose: loading, lifting, walking a safe distance, opening, placing down and retrieving an object. The intended user or a peer tester provides comfort and access feedback without being photographed or publicly modelled. The maker records one observation, one user comment and one construction change. The revised product is then inspected at the original weak point and the new load path.

> **TEACHER LENS** Watch for the moment someone wants to cut before testing. Two minutes with clips and a paper template can save a whole shirt.

WORKSHOP GUIDE W11 · MODULE 7

No-New-Fabric Carry Item

DURATION	180 minutes across two or three sessions
GROUPING	Pairs or individual makers
TANGIBLE OUTPUT	Tested carry item, design brief and material account
MATERIALS	Clean unwanted T-shirt; paper templates; clips; ruler; chalk; scissors; needles and thread; scale; controlled test load; design brief.

Preparation

Prepare size-diverse shirts and alternative materials. Demonstrate the method without requiring an identical outcome. Define any adult-only machine operations.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
25 min	**Read the material**	Measure, map seams and defects, identify stretch direction and list features worth retaining.
25 min	**Write the brief**	Name the user, carrying purpose, capacity, comfort and three measurable success criteria.
30 min	**Generate and prototype**	Sketch two options, fold or clip the preferred layout and test access and dimensions.
60 min	**Construct**	Cut only after approval, assemble securely and reinforce likely stress points with minimal added material.
20 min	**Test**	Use a controlled classroom load; inspect handles, base, seams and comfort and make one improvement.
20 min	**Account and communicate**	Weigh or map offcuts, write care/repair advice and prepare an evidence-based product story.

Inclusive participation

Offer pre-marked templates, clips, adaptive scissors, pre-threaded needles and roles in measuring, testing, documenting or quality control.

Safety and safeguarding

Use clean garments, stable cutting surfaces and counted sharps. Test with non-breakable classroom materials and keep loads light and controlled.

Assessment and retained evidence

Assess function, construction, material efficiency, test evidence, finish, accessibility for the intended user and reflection. Retain the brief, before/process/after images, test record and offcut map or mass record.

> **EXTENSION** Create a repair plan for the product's most likely future failure point and store it in the material passport.

VIDEO TUTORIAL · VT7

VT7 From T-Shirt to Carry Item: A Low-Waste Upcycling Method
A useful demonstration – but remind learners that their shirt will not behave exactly like the one on screen. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT7

Teaching with VT7

Use the transformation as a method demonstration while preserving learner choice over dimensions, features and final appearance.

BEFORE VIEWING	Map the original T-shirt's seams, hems, damage, print and stretch direction. Identify one feature that could reduce new construction.
DURING VIEWING	Pause before each cut. Learners explain what alternative is lost and confirm that dimensions or access have been tested through folding or clipping.
AFTER VIEWING	Complete a controlled load and usability test, then photograph the most likely failure point and write repair advice.
LEARNING CHECK	The outcome has a real user, meets stated criteria, records all inputs and makes no unsupported durability claim.

Accessible and independent use

Pause before every cut and let the class guess what comes next. Learners who prefer not to cut can measure, clip, run the load test or write the care note.

Portfolio evidence from the tutorial

Keep the before photo, the clipped prototype and the test record. The video showed one possible route, not the only one.

Module review and transfer

Close with the three portfolio lines and a photo of the finished item next to its offcuts. Seen together, they usually say more than any description.

MODULE 08 · 6–9 GUIDED HOURS

Zero-Waste Design and Mini-Collections

Pattern placement, offcut accountability and coherent design systems

ESSENTIAL QUESTION How can designers reduce cutting waste while creating a coherent set of useful products?

Zero-waste pattern design treats the available textile as a bounded system. Pattern pieces are placed so that almost all usable area has a named purpose, but the phrase 'zero waste' should be used cautiously: thread ends, damaged zones, test pieces and future end-of-life impacts still exist. In this curriculum, students report a measured utilisation rate and account for every remaining piece.

A mini-collection extends the challenge from one object to a system of related pieces. Shared materials, details, colours and product stories should serve a user and a coherent brief. Design teams use critique and prototypes to decide which ideas deserve material, rather than making every sketch.

Learning outcomes

- Measure usable textile area and compare alternative pattern layouts.
- Calculate and report a transparent material-utilisation rate.
- Prototype a product or component before cutting final material.
- Develop a three-piece mini-collection with shared criteria and an offcut plan.

Core knowledge

Material use can be estimated like this: the area given to product pieces, divided by the usable area of the fabric, times one hundred. Use the same unit and the same boundary for both.

Rectangles, tessellating shapes, modular components, adjustable ties and reversible construction can improve utilisation, but they still need to meet function, comfort and durability criteria.

A collection is coherent when pieces share a clear audience, material logic and visual language. Similar appearance alone does not make a set sustainable.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Zero-waste planning turns the edge of the fabric into a design rule. It pushes students to work with shared edges, modules, adjustable shapes and reversible assembly. But the percentage is not everything: a layout that scores very high and produces something uncomfortable, weak or unwanted is not a good solution. The calculation helps judgement; it does not replace the design brief.

The mini-collection is really about choosing. A good set shares a user, a material logic and a way of being repaired – not just a colour palette. Teams have to decide which ideas deserve fabric and which stay as sketches, and that decision matters: part of sustainability is choosing not to make something. One finished, tested prototype says more than three rushed pieces nobody can use.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Mathematics	Area, proportion, percentage utilisation, scale drawing and common units.
Engineering	Modularity, tolerances, assembly sequence, function and repair access.
Art and design	Collection coherence, repetition, variation, negative space and material-led form.
Digital technology	Layout simulation, version comparison and transparent calculation records.

Common misconceptions and constructive responses

A 100% layout creates no waste. Thread, test material, damage, future repair and end-of-life remain outside the area calculation.

The highest utilisation layout is automatically best. Function, user fit, grain or stretch, durability and assembly must also be assessed.

Every sketch in a collection should be produced. Selection prevents unnecessary production and concentrates testing on the strongest response.

Small offcuts do not need records. They should be assigned a realistic route or counted transparently as remaining material.

Questions that move discussion forward

- What exactly is included in the usable-area boundary?
- Which layout decision changes both efficiency and function?
- Where does direction of stretch or grain limit rotation?
- Which collection idea should remain unmade, and why?
- What does the utilisation percentage fail to tell us?

Evidence quality standard

Retain the measured boundary, three alternative layouts, calculation method, prototype, critique and final decision. Photographs should be taken from directly above with a scale reference so that placement can be understood. Report the utilisation estimate to an appropriate level of precision and name excluded damaged areas. The collection board should link each proposed piece to a user need and material allocation.

Layout Evidence Gallery

Display alternative layouts before any final cutting. Each team contributes a short label with usable area, estimated assigned area, utilisation percentage, functional advantage and unresolved risk. Learners circulate as reviewers and place feedback against the design criteria rather than personal taste. Teams then photograph the original and revised layout side by side and write a concise explanation of why the revision is better, even if its percentage is not the highest.

> **TEACHER LENS** The puzzle part is fun; counting the leftovers is less fun. Do not skip it – the offcut figure is what makes this module honest.

WORKSHOP GUIDE W12 · MODULE 8

Zero-Waste Pattern Challenge

DURATION	120 minutes
GROUPING	Design teams of 3
TANGIBLE OUTPUT	Three compared layouts, one prototype and a utilisation calculation
MATERIALS	Rectangular reclaimed textile or scaled paper; measuring tools; grid paper; component templates; removable tape; calculator; layout record.

Preparation

Define the usable boundary and mark defects before measuring. Prepare a small product brief with dimensions and allowed adjustment range.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	**Set the boundary**	Measure the usable area, mark excluded damage and record the calculation method.
25 min	**Generate layouts**	Create three distinct arrangements using shared edges, rotation, modular pieces or adjustable dimensions.
20 min	**Calculate**	Estimate assigned and unassigned area for each layout and compare utilisation rates.
20 min	**Critique**	Review function, grain/stretch direction, assembly, accessibility and likely weak points.
25 min	**Prototype**	Make a paper or scrap prototype of the preferred layout and revise dimensions.
15 min	**Account**	Name a realistic use for every remaining piece and state what still counts as waste.

Inclusive participation

Use large magnetic or paper shapes, digital drag-and-drop layouts, pre-drawn grids and roles in measurement, calculation, arranging and critique.

Safety and safeguarding

Complete planning with paper or removable placement before cutting. Use stable surfaces and supervised cutting procedures.

Assessment and retained evidence

Evaluate measurement accuracy, comparison of alternatives, function, transparent calculation and offcut accountability. Photograph all layouts, retain calculations and include the tested prototype and revision note.

EXTENSION Explore how an adjustable or modular feature changes material use, fit range and repairability.

WORKSHOP GUIDE W13 · MODULE 8

Mini-Collection Studio

DURATION	180 minutes minimum
GROUPING	Design teams of 3–5
TANGIBLE OUTPUT	Three-piece collection concept and one resolved prototype
MATERIALS	Material library; design brief; moodboard sheet; sketch paper; pattern paper; clips; prototype materials; critique cards; project board.

Preparation

Set a strict material allocation and require approval before cutting. Provide varied user briefs and examples of adaptive, gender-inclusive and culturally respectful design.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
25 min	**Frame**	Choose a user and context, define shared function, material rules and success criteria.
30 min	**Explore**	Create a focused moodboard and at least six quick ideas using only available materials.
30 min	**Select**	Use criteria to select three related pieces and explain why the remaining ideas will not be made.
45 min	**Prototype**	Resolve the highest-risk component or one full piece with low-cost material.
25 min	**Critique**	Gather feedback on use, inclusion, material efficiency, repairability and story.
25 min	**Revise and plan**	Update the collection board, material allocation, roles, sequence and evidence plan.

Inclusive participation

Offer role rotation and multiple contribution modes: sketch, drape, measure, calculate, write, photograph or present. Avoid design briefs that assume one body type.

Safety and safeguarding

Approve all materials and processes in advance. Keep walkways clear and store tools between sessions.

Assessment and retained evidence

Assess coherence, response to user, material logic, prototype evidence, response to critique and feasibility. Archive the brief, material board, alternatives, project board, prototype and critique/revision record.

EXTENSION Complete the three pieces and prepare a digital lookbook with material passports and honest claims.

VIDEO TUTORIAL · VT8

VT8 Zero-Waste Pattern Placement: Plan Before You Cut
Use before cutting so learners can preview measurement, layout and material-efficiency decisions, or afterwards for independent review. English narration with Romanian subtitles supports partner-school access.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.



TUTORIAL TEACHING COMPANION · VT8

Teaching with VT8

Use the tutorial to demonstrate measured boundaries, alternative layouts and calculation before cutting.

BEFORE VIEWING	Measure a rectangular material area, mark excluded defects and prepare movable component templates at the same scale.
DURING VIEWING	Pause after each layout decision. Learners record assigned area, remaining area, function and any grain or stretch constraint.
AFTER VIEWING	Compare three layouts using both utilisation and product criteria. Retain the lower-percentage option if it performs better and explain why.
LEARNING CHECK	The calculation boundary is transparent, the layout is functional and every remaining piece has a realistic route or is counted as waste.

Accessible and independent use

Watch it in short sections, side by side with the written workshop steps and a live demonstration, so learners can check a layout before anything is cut. Paper shapes, or a drag-and-drop version on screen, work well for learners who find cutting or fine measuring difficult.

Portfolio evidence from the tutorial

Keep the layout sketch the learner made before cutting and put it next to the one shown in the film.

Module review and transfer

Close with the three portfolio lines. Ask learners to include their utilisation figure and to say honestly what it does not count.

MODULE 09 · 4–6 GUIDED HOURS

Digital Product Passports

Accessible information, traceable evidence and responsible use of technology

> **ESSENTIAL QUESTION** What information would help another person use, care for, repair and pass on an upcycled product?

A digital product passport connects a physical object with concise, updatable information. In school projects it can document source material, design decisions, repairs, tests, care and next-life guidance. It is also an exercise in digital responsibility: learners must distinguish verified facts from estimates, protect personal data and design for readers who use different devices or assistive technologies.

Artificial intelligence may support brainstorming, translation, plain-language editing or alt-text review, but it does not replace evidence. Outputs must be checked against the actual product, sources and project records. The final passport should remain understandable without special software and should include an offline alternative when connectivity is limited.

Learning outcomes

- Select accurate and relevant evidence for a product passport.
- Create a clear one-page digital record with accessible structure and alt text.
- Use AI or digital tools critically and document human verification.
- Publish or share through an approved link and test both QR and offline access.

Core knowledge

Useful passport fields include a product identifier, material source, composition where known, retained components, new inputs, repair or alteration history, test evidence, care, repair and next-life guidance.

Accessibility requires readable type, strong contrast, headings in a logical order, meaningful link text, alt text for informative images and a layout that works on a phone screen.

A QR code is only a pointer. The destination must be approved, stable, privacy-respecting and tested outside the creator's account; the visible short link should also be provided.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

A digital passport is only useful if its information is accurate, easy to understand and still there when someone looks for it. A nice layout cannot make up for an unchecked fibre claim, poor contrast or a link that only opens in the author's account. Build the passport from the evidence you have kept, save it in a common format that will last, and test it on another device. A product code links the physical item, the process record and the public page without revealing who made it.

Used openly, digital and AI tools can remove barriers. Speech-to-text helps with drafting, translation helps partners read along, and an AI assistant might suggest headings or simpler wording. A person still has to compare every output with the real product, correct anything invented and check tone, consent and accessibility. The passport can say so in one line, for example: 'Wording drafted with help from a digital tool; all material and test details checked by the student team.'

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Computing	Structured information, file formats, links, QR codes, permissions and version control.
Media literacy	Verification, AI limitations, privacy, authorship and responsible publication.
Language	Plain language, translation review, concise writing and descriptive link text.
Design	Hierarchy, contrast, reading order, image selection and responsive presentation.

Common misconceptions and constructive responses

A QR code is the product passport. It is only a pointer; the destination, information quality, permission and offline alternative matter.

If a digital tool wrote it, the text is accurate. Every material, process and test detail must be checked against project evidence.

Accessibility means adding alt text at the end. Structure, contrast, language, links, keyboard use and mobile display must be considered throughout.

More data makes a better passport. Collect and publish only information that is relevant, verified and privacy-respecting.

Questions that move discussion forward

- Which field helps the next user make a real care or repair decision?
- What evidence supports each statement in the passport?
- Can the document be understood without the image or QR code?
- What personal information can be removed without reducing usefulness?
- How will a future repair be added without losing the earlier version?

Evidence quality standard

Keep the approved PDF or web page, the list of evidence, the alt text, the accessibility checklist, the privacy approval, a stable link, the QR code and a test done from outside the creator's account. Add a version date and a short note whenever you update it. If you publish a translation, note who checked the terms and make sure it matches the latest checked version, not an early draft.

Passport Usability Test

Give the finished passport and physical product to a reviewer who did not create them. Without explanation, ask the reviewer to find the fibre information, care guidance, repair history, test limitation and next-life route. Record the search time, misunderstandings and missing information. Repeat the test on a phone and with images hidden. Revise only the elements that improve access or decision-making, then record the change in a short version note.

> **TEACHER LENS** Check that the passport makes sense to a stranger reading it on a phone. If it needs its maker standing next to it, it is not finished yet.

WORKSHOP GUIDE W14 · MODULE 9

Digital Design and Product Passport Studio

DURATION	120 minutes
GROUPING	Pairs: maker and evidence editor
TANGIBLE OUTPUT	Accessible product passport and tested QR label
MATERIALS	Finished or prototype product; process evidence; passport template; computer or tablet; camera; QR generator; accessibility and privacy checklist.

Preparation

Create an approved publication space with stable permissions. Demonstrate file naming, alt text, descriptive hyperlinks, privacy checks and a documented AI-use statement.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	**Select evidence**	Choose only records that explain material source, decisions, tests, care and limitations.
20 min	**Draft**	Write a concise product identity, material story and user guidance in plain language.
20 min	**Visualise**	Add one clear product image and one useful process detail with meaningful alt text.
20 min	**Verify**	Check every fact against labels, logs, photographs or tests; mark estimates and unknowns.
20 min	**Make accessible**	Check reading order, heading hierarchy, contrast, type size, link text and phone display.
25 min	**Publish and test**	Create the approved link and QR, test outside the author account and print an offline short version.

Inclusive participation

Offer offline templates, keyboard-only workflow, speech-to-text, screen-reader testing and role choice. Do not make public posting a condition of participation.

Safety and safeguarding

Remove names, faces, geolocation and private accounts unless explicit, informed consent and school approval exist. Use only approved platforms.

Assessment and retained evidence

Evaluate factual accuracy, evidence, clarity, accessibility, privacy, link function and transparency about AI assistance. Archive the PDF passport, source evidence list, accessibility check, approval record and a QR test from a second device.

> **EXTENSION** Add a repair update after the product has been used and compare the passport's original prediction with observed performance.

VIDEO TUTORIAL · VT9

VT9 Create an Accessible Digital Product Passport
Best watched with the passport template open next to it. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT9

Teaching with VT9

Use the digital workflow to connect verified project evidence with accessible, privacy-respecting public information.

BEFORE VIEWING	Sort the available evidence into verified fact, estimate, unknown and private information. Only the relevant verified material moves into the first draft.
DURING VIEWING	Pause at headings, images, alt text and link creation. Learners test reading order and explain why a QR code cannot replace an offline summary.
AFTER VIEWING	A second user tests the passport on another device and identifies one fact, one care action, one limitation and one next-life option.
LEARNING CHECK	The passport is accurate, accessible, stable, privacy-respecting and transparent about digital or AI assistance.

Accessible and independent use

Pause at each screen and let learners copy the step on their own device. This is also a good moment to check how a passport reads with a screen reader, with enlarged text and on a phone.

Portfolio evidence from the tutorial

Keep the learner's passport draft and the checklist they used. The model passport in the film is not their evidence.

Beyond the passport: technology in sustainable fashion

Students – especially those who love science – often ask whether technology will simply solve fashion's problems. It will not, but some technologies genuinely help, and it is worth teaching students to tell a useful tool from an impressive story. The table is a starting point; most rows can be explored without special equipment.

TECHNOLOGY	WHAT IT CAN DO	WHAT TO ASK	IN A SCHOOL
Digital textile printing	Prints a design straight from a file, in small runs, without a screen for every colour.	Which inks and pre-treatments are used? Does printing on demand really mean less unsold stock?	Plan a print placement on an existing panel, on paper or on screen. Print only if suitable equipment exists.

TECHNOLOGY	WHAT IT CAN DO	WHAT TO ASK	IN A SCHOOL
3D printing	Makes buttons, buckles, toggles, small accessories and prototypes.	What happens to failed prints, and to the plastic at the end of use?	Design a replacement button or toggle. Weigh all the filament used, failed attempts included.
Smart and e-textiles	Add lights, sensors or heating with conductive thread and small electronics.	Can the electronics come out before the garment is repaired or recycled?	Sew a simple LED circuit onto a removable patch and design it for disassembly.
Recycled and bio-based materials	Use fibres from old textiles, bottles or agricultural by-products.	Is “bio-based” the same as biodegradable? Is the recycled content verified?	Compare two labels or product pages and rewrite their claims with evidence and limits.
Digital patterns and 3D fit simulation	Test fit and layout on screen before any fabric is cut.	Does it reduce physical samples in practice, or just add a step?	Use a free layout tool to compare two cutting plans (links to Module 8).
AI and data	Forecast demand, suggest sizes, help sorting plants recognise fibres.	Who checks the output? What data is collected about customers?	Put the class sorting log into a spreadsheet and look for patterns. Use AI only with a recorded human check.

Tech fix or tech story? (60 minutes)

TIME	PHASE	FACILITATION AND LEARNER ACTION
10 min	Choose	Each team picks one technology from the table.
15 min	Question	What problem does it solve, for whom – and what new materials, energy or waste does it add?
15 min	Check	Find one reliable source and one marketing source. How differently do they describe it?
10 min	Decide	Adopt, test on a small scale, or skip – for our school, next year. Give one reason.
10 min	Share	Two minutes per team; the class may challenge one claim.

FROM THE PROJECT – Istanbul Mobility, Türkiye

During the Erasmus+ mobility in Istanbul (3–8 May 2026), students participated in activities exploring the role of technology in sustainable fashion.

At Beykent University, participants attended a workshop on 3D digital modelling, digital twins and cloud-based technologies, discovering how virtual garment design can help reduce fabric waste and unnecessary physical samples.

In another practical workshop, students created their own clothing sketches on paper and used Artificial Intelligence (AI) to transform them into realistic fashion images and animated videos featuring virtual models. Students particularly appreciated this creative experience, discovering how technology can bring their ideas to life while supporting more sustainable design practices.

Module review and transfer

Close with the three portfolio lines, one of them about the digital tools: what helped, what got in the way, and what they had to check by hand.

MODULE 10 · 5–8 GUIDED HOURS

Photography, Storytelling and Community Action

Evidence-led communication, public showcase and replication

> **ESSENTIAL QUESTION** How can a project story invite action without hiding uncertainty or turning sustainability into a slogan?

Communication belongs in sustainable design, because what we claim shapes what people choose. A good product story says what the original material was, what problem was tackled, what was done to it, what was added, how it was tested and where its limits are. Photos should show construction and repair clearly, not use styling to hide weak spots.

The final showcase turns classroom work into something the wider community can learn from. Students choose the evidence, demonstrate skills, collect feedback and suggest realistic next steps. Another school can use the same approach with its own partners, safety rules and material routes – the idea is to repeat the process, not to copy the event.

Learning outcomes

- Create a consistent before–process–after image set with accessible captions.
- Write a truthful product story that names evidence and limitations.
- Plan an inclusive public showcase with roles, safeguards and feedback.
- Produce a concise replication note and dissemination record for another school.

Core knowledge

A useful image set includes a consistent before view, one or more process details, a clear final view and a scale or context image when needed. Stable framing and even light support comparison.

Evidence-led captions state what was used, retained, added and tested. Absolute terms such as ‘green’, ‘planet-saving’ or ‘zero impact’ require evidence that school projects rarely possess.

Dissemination evidence includes the audience, date, format, content shared, participant feedback, link or photograph and a follow-up action. Public reach and meaningful engagement should be reported separately.

PROFESSIONAL KNOWLEDGE AND FACILITATION

Systems lens and teacher knowledge

Sharing your work is more than announcing that something happened. It should explain what was learned, give another audience something they can use, and keep some evidence that it reached them. A photo of a full room does not show how engaged people were, and attendance alone does not show learning. A good record brings together the purpose, the audience, what was shared, the materials, who took part, their feedback and a next step.

Product storytelling should remain connected to the object. The strongest sequence shows source material, decisive process stages, final function and a detail that reveals construction or repair. Captions identify what was retained, added and tested. Learners should not be required to wear, model or publicly promote their work. Objects, hands, work surfaces, drawings and voice-only explanations can communicate the process while respecting privacy and choice.

Cross-curricular connections

AREA	AUTHENTIC CONNECTION
Language and media	Narrative sequence, caption writing, audience, claims and editorial review.
Photography	Light, stability, viewpoint, focus, scale, consistency and visual evidence.
Citizenship	Public participation, community partnership, consent and responsible influence.
Entrepreneurship	Showcase planning, roles, visitor journey, feedback and follow-up action.

Common misconceptions and constructive responses

Dissemination means posting photographs online. A useful dissemination product shares learning, evidence or a reusable resource with a defined audience.

A large reach figure proves impact. Reach, engagement, learning and follow-up are different measures.

A premium image should hide imperfections. Process and limitations build credibility; the image should help the audience understand the work.

Every learner must appear publicly. Participation can be private, object-based, voice-only, technical or behind the scenes.

Questions that move discussion forward

- What should the audience know, feel or be able to do after this communication?
- Which image provides evidence rather than decoration?
- How will non-public roles receive equal recognition?
- What counts as meaningful engagement for this activity?
- Which feedback will lead to a concrete follow-up action?

Evidence quality standard

For each event or post, keep the agenda or the post itself, the date, who it was for, the resource you shared, how attendance or reach was counted, photos with consent, the link, a summary of feedback and the follow-up. Count people separately from repeated views, and give the time period for any online statistics. If another school is going to repeat the activity, note your local conditions and what you adapted, so they can judge what will work for them.

Evidence-Led Editorial Meeting

Create a small editorial board with roles for fact checking, accessibility, image selection, safeguarding and audience clarity. Review one proposed showcase panel or online post line by line. Every claim must point to a log, label, test, photograph or named source; every image must have a communication purpose and consent status. The board approves, narrows or rejects each item and records one follow-up question from the intended audience.

> **TEACHER LENS** Good stories here are usually modest ones. If a caption sounds like an advert, ask the team what they actually tested.

Story, Campaign and Public Showcase

DURATION	180 minutes plus event delivery
GROUPING	Curatorial teams of 4–6
TANGIBLE OUTPUT	Showcase station, product story and dissemination record
MATERIALS	Products and process evidence; neutral backdrop; stable camera or phone support; caption template; display materials; QR links; feedback cards; event checklist.

Preparation

Confirm venue, audience, permissions, image consent, safeguarding, accessibility, emergency procedures and equipment ownership. Test all public links on a second device.

Facilitation sequence

TIME	PHASE	FACILITATION AND LEARNER ACTION
25 min	**Curate evidence**	Select objects, samples, logs and images that demonstrate learning rather than only polished outcomes.
30 min	**Photograph**	Use stable framing, even light and consistent viewpoints for before, process and final images.
30 min	**Write the story**	Name source material, retained features, new inputs, test evidence, care, limitations and next-life plan.
30 min	**Design access**	Prepare readable captions, alt-text records, quiet participation options, physical reach and an offline route.
35 min	**Rehearse**	Practise a three-minute explanation and one hands-on demonstration; test timing, safety and likely questions.
30 min	**Deliver and record**	Collect audience numbers and feedback, document the event responsibly and assign a follow-up action.

Inclusive participation

Offer public and non-public roles, seated stations, large-print summaries, captioned videos, sensory breaks and several ways to provide feedback.

Safety and safeguarding

Use consent-based photography, supervised tool demonstrations, stable displays, clear walkways and no public access to learner personal data.

Assessment and retained evidence

Evaluate evidence quality, truthful communication, accessibility, teamwork, safe delivery, audience engagement and follow-up planning. Retain the event plan, approved captions, attendance method, anonymised feedback summary, photographs and dissemination link register.

> **EXTENSION** Publish a partner-school replication pack containing the brief, material route, risk controls, session sequence and evidence templates.

VIDEO TUTORIAL · VT10

VT10 Photograph and Tell the Story of an Upcycled Piece
Watch it before anyone picks up a camera, and come back to it when captions are being written. English narration, Romanian subtitles.
Watch the tutorial on YouTube · Scan the QR code for the same approved address.

TUTORIAL TEACHING COMPANION · VT10

Teaching with VT10

Use the photographic sequence to create evidence-led product stories and dissemination materials.

BEFORE VIEWING	Choose a neutral background and list the four images needed: source material, decisive process, final product and construction detail.
DURING VIEWING	Pause to compare framing, stability, light and viewpoint. Learners identify which photograph proves a claim and which is mainly decorative.
AFTER VIEWING	Write captions that name source material, intervention, new inputs, test and limitation; complete alt text and consent status.
LEARNING CHECK	The story is understandable without a learner appearing publicly and the dissemination record separates reach from engagement.

Accessible and independent use

Subtitles on. Learners who do not want to appear in photographs can be the camera operators, caption writers or editors – hands and voices are enough to tell the story.

Portfolio evidence from the tutorial

Keep the learner's own caption draft and the consent check, not a screenshot of the video.

Honest mini-brand

Creating a brand is the part many students enjoy most, and it is also exactly where greenwashing begins. This activity keeps the fun – a name, a small logo, a tagline – but every word has to survive the claim check from Module 1. It works as a 90-minute session or as two shorter ones.

TIME	PHASE	FACILITATION AND LEARNER ACTION
15 min	Name and purpose	Choose a name and write one sentence about what the brand makes and for whom.
15 min	Three honest sentences	Write three short sentences about one real product. Each names the material, what was done to it and one limitation.
20 min	Logo from what is there	Design a logo that can be stitched, stamped or drawn – no new stickers or packaging.
15 min	Swap and test	Another team reads the brand aloud. What sounds exaggerated? What would a 12-year-old not understand?
15 min	Revise	Fix at least one claim and one word.
10 min	Pitch	A 60-second pitch to the class.

SELLING? If students want to sell products at a school fair, follow your school's rules on money and charity sales, and write prices, materials and care instructions down honestly.

Choosing a showcase format

Students almost always ask for a fashion show. It can be done well, but only if nobody feels exposed. Many schools end up combining two formats.

FORMAT	WORKS WELL WHEN	WATCH OUT FOR
Exhibition with passports	Products, process photos and QR passports are laid out on tables, rails or hangers.	Captions and labels always take longer than planned. Finish them the day before.
Ethical runway	Volunteers want to walk, with music and a short spoken story about each piece.	Models only by choice. No comments about bodies. Pieces may be carried, held up or shown on a mannequin instead of worn. Photos only with consent.
Hybrid showcase	Partner schools or families join online and present their own pieces.	Time zones, sound, consent for streaming and a moderator in each room.
Swap or repair corner	Visitors bring one item to swap or mend while they look around.	Hygiene checks and clear rules about what is accepted.

Awards that judge the work, not the wearer

- Most inventive reuse of an existing garment
- Best repair story
- Most honest product story – claims that match the evidence
- Best team process, judged from the portfolio

Use a mixed jury – a student, a teacher and someone from the community – and publish the criteria before the event.

Module review and transfer

Close the whole pathway with the three portfolio lines, looking back this time over all the modules, not just this one. It is also a good moment to ask students what they would like to try next year.

PART II · READY-TO-PUBLISH CONTENT MASTERS

Digital booklet series

The five booklets below are short, stand-alone versions of the main ideas, ready for school websites, QR codes, learning platforms or translation into other languages. Each has a short sequence of ideas and an action for students. If you export a booklet on its own, keep the project name, the EU funding statement, clear headings, alt text and a working link back to the full curriculum.

DIGITAL BOOKLET 1

Buy Less, Choose Well, Care More

Audience: Students, families and school communities

Before buying

Name the real need and expected frequency of use. Check fit, comfort, construction and care. Consider borrowing, swapping, second-hand selection, alteration or using what is already available.

During use

Air garments when washing is not required, follow verified care guidance, store items clean and dry, and repair small faults before they spread.

When needs change

Alter or reassign the item; pass it on only if it is clean, useful and wanted; use an accepted collection route when higher-value options are not suitable.

Try it

Choose one garment and plan a four-week action that could extend its useful life. Record the starting condition, action, observation and one adjustment.

PUBLISHING CHECK Use plain language, readable type, strong contrast, descriptive links and meaningful alt text. Test the file on a phone and with keyboard navigation before release.

Action page: evidence and reflection

Follow one garment for four weeks and test one realistic action that could extend its useful life without purchasing a replacement.

Starting condition and current use	_____ _____
Chosen action and reason	_____ _____
What changed after two weeks	_____ _____
Barrier or unintended effect	_____ _____
Final observation and next action	_____ _____

Home-school or community connection

Invite a family member to contribute one care, storage or repair practice and explain the situation in which it is useful. Avoid presenting household routines as universally available.

BOOKLET EVIDENCE Keep one completed action page, one image or source record where relevant, and a short statement of what changed. Personal wardrobe, financial or household information remains private unless the learner chooses an anonymised fictional example.

DIGITAL BOOKLET 2

Textile Detective

Audience: Learners aged 12–18

Look

Read fibre composition and care information. Observe seams, hems, stretch, fastenings, coating, lining and areas of wear. Record what remains unknown.

Ask

Is the material woven, knitted or nonwoven? Is it a blend? Does it contain elastane, foam or a coating? Which components can be separated?

Decide

Continue use, care differently, repair, alter, reuse the whole item, recover useful components or use a verified recycling route only when higher-value options are unsuitable.

Try it

Profile two textiles that look similar but behave differently. Use a label, close observation and one safe comparison to explain the difference.

PUBLISHING CHECK Use plain language, readable type, strong contrast, descriptive links and meaningful alt text. Test the file on a phone and with keyboard navigation before release.

Action page: evidence and reflection

Create a verified profile for one garment and use it to recommend care, repair or reuse while clearly recording unknown information.

Verified fibre and care information	_____ _____
Structure and construction observations	_____ _____
Condition and likely stress points	_____ _____
Decision supported by evidence	_____ _____
Information still needed	_____ _____

Home-school or community connection

Ask permission to examine a household textile with a different function, such as a towel, curtain or sports item, and compare why its material requirements differ.

BOOKLET EVIDENCE Keep one completed action page, one image or source record where relevant, and a short statement of what changed. Personal wardrobe, financial or household information remains private unless the learner chooses an anonymised fictional example.

DIGITAL BOOKLET 3

Repair First

Audience: Beginner makers and school repair clubs

Diagnose

Identify whether the problem is a seam, fabric, fastener, hem or fit issue. Look for stress, abrasion, stretch and the likely reason for failure.

Choose

Select the smallest useful intervention. Match patch flexibility, use adequate overlap and choose a stitch for strength, edge control or finish.

Test

Check secure thread ends, comfort and movement. Apply a gentle use-related test, write care advice and inspect again after wear or washing.

Try it

Photograph a teacher-made damage sample, propose two repair routes and justify which one better matches the user and material.

PUBLISHING CHECK Use plain language, readable type, strong contrast, descriptive links and meaningful alt text. Test the file on a phone and with keyboard navigation before release.

Action page: evidence and reflection

Diagnose a teacher-prepared fault, compare two repair routes and justify the smallest intervention likely to restore safe use.

Fault and likely cause	_____ _____
User preference	_____ _____
Two possible repairs	_____ _____
Selected materials and stitch	_____ _____
Test, result and reinspection	_____ _____

Home-school or community connection

Collect a repair story rather than a garment: what was repaired, why it mattered, who had the knowledge and how long the repair remained useful.

BOOKLET EVIDENCE Keep one completed action page, one image or source record where relevant, and a short statement of what changed. Personal wardrobe, financial or household information remains private unless the learner chooses an anonymised fictional example.

DIGITAL BOOKLET 4

Upcycle with a Brief

Audience: Student design teams

Start with material

Measure the usable area, mark defects and preserve valuable seams, hems, pockets and fastenings. Set a limit for new components.

Design for a user

Name the user and need, set three success criteria, generate alternatives and plan assembly, repair and next-life routes.

Prototype and improve

Test dimensions before cutting, request feedback against the brief, make one change at a time and account for all offcuts.

Try it

Create a carry item, wearable accessory or storage object without adding new fabric, then test the feature most likely to fail.

PUBLISHING CHECK Use plain language, readable type, strong contrast, descriptive links and meaningful alt text. Test the file on a phone and with keyboard navigation before release.

Action page: evidence and reflection

Transform available material into a useful object under a strict limit for new inputs, then test the feature most likely to fail.

User and need	_____ _____
Material opportunities and defects	_____ _____
Three success criteria	_____ _____
Prototype feedback	_____ _____
Material account and limitation	_____ _____

Home-school or community connection

Test whether another person can understand, use and care for the object without a verbal explanation from the maker.

BOOKLET EVIDENCE Keep one completed action page, one image or source record where relevant, and a short statement of what changed. Personal wardrobe, financial or household information remains private unless the learner chooses an anonymised fictional example.

DIGITAL BOOKLET 5

Tell the Truth about Sustainable Fashion

Audience: Campaign and showcase teams

Avoid

Avoid ‘100% eco-friendly’, ‘zero impact’, ‘saves the planet’ or ‘fully recyclable’ unless the claim has a defined boundary and verifiable evidence.

Prefer

Name the material source, retained features, new inputs and test: for example, ‘Made from a donated cotton shirt; the original hem and buttons were retained.’

Show evidence

Use before, process and after images; material source and composition where known; measured mass or offcut record; care, repair and next-life guidance.

Try it

Audit one poster, caption or social post. Underline every environmental claim and attach evidence, narrow the claim or rewrite it.

PUBLISHING CHECK Use plain language, readable type, strong contrast, descriptive links and meaningful alt text. Test the file on a phone and with keyboard navigation before release.

Action page: evidence and reflection

Audit one caption, label or social post and connect every environmental statement to evidence, a narrower boundary or an explicit limitation.

Original claim	_____ _____
Evidence available	_____ _____
What the evidence does not show	_____ _____
Revised wording	_____ _____
Approval and publication context	_____ _____

Home-school or community connection

Compare one product advertisement with its care label or technical information and identify where the message is precise, incomplete or impossible to verify.

BOOKLET EVIDENCE Keep one completed action page, one image or source record where relevant, and a short statement of what changed. Personal wardrobe, financial or household information remains private unless the learner chooses an anonymised fictional example.

A coherent evidence system

Evidence has three jobs: it helps students improve, it helps teachers make fair judgements, and it gives the school a clear record of what was done. Collect only what you will actually use. Use learner codes, agreed storage periods and consent rules, and never publish portfolio work automatically.

Minimum learner portfolio

- One garment-journey, fibre or label investigation showing evidence and unknowns.
- One collection, sorting or material-passport record with traceable source information.
- One stitch, repair, colour or construction sample with a documented quality or safety check.
- One design brief showing alternatives, prototype feedback and a visible revision.
- One finished or tested outcome with material account, care guidance and truthful product story.
- One accessible digital communication item reviewed for privacy, evidence and link function.
- One final reflection linked to the programme-level learning outcomes.

Analytic performance rubric

DOMAIN	EMERGING	DEVELOPING	SECURE	ADVANCED
Material reasoning	Names a material or feature with limited connection to the decision.	Uses some label or observation evidence, with gaps.	Connects verified material, structure and condition to a sound decision.	Compares alternatives and explains uncertainty and trade-offs.
Design and making	Outcome depends heavily on direction and may not yet function.	Follows a plan and completes a partly functional prototype.	Produces a safe, functional result aligned with the brief.	Iterates strategically and improves durability, access or material efficiency.
Testing and evidence	Evidence is incomplete or mainly descriptive.	Completes a relevant check with partial documentation.	Uses appropriate criteria, records results and revises accordingly.	Designs a fair comparison and explains the limits of the conclusion.
Sustainability judgement	Uses broad positive or negative labels.	Identifies an improvement but may overlook boundaries.	Makes specific evidence-led claims and names limitations.	Recognises system effects and avoids shifting impacts or double-counting.
Inclusion and teamwork	Participates with frequent support and limited role clarity.	Contributes to an assigned role and responds to feedback.	Shares decisions, tools and credit fairly and supports access.	Anticipates barriers, adapts roles and strengthens group learning.
Communication	Message or record is difficult to follow or verify.	Communicates the main process with some evidence.	Uses clear structure, accurate captions and accessible presentation.	Tailors the story to audience, tests access and invites meaningful action.

Learner reflection prompts

- Which decision had the greatest effect on useful life or material use, and what evidence supports that judgement?
- What did you believe at the beginning that changed after observation, testing or feedback?
- Which part of the outcome is strongest, and which limitation should a user know?
- How did your team make access, roles, credit and decision-making fair?
- If you had one more session, which change would have the clearest purpose?

Keeping numbers honest

Schools that run collections, workshops or campaigns are usually asked for numbers – by the head teacher, a funder or the local press. A few habits save a lot of trouble later. Decide what each number means before you start counting, and write down its time period. Count a person once, even if they come to three events. Keep online views, reach and actual participants apart. And never present all collected kilograms as reused or upcycled: most collections include items that are passed on, transferred or refused.

The printable tools in Part IV and the mass-balance method in R2 are built around these habits.

PART IV · COMPACT PRINTABLE TOOLKIT

Fourteen reproducible planning and evidence tools

These sheets are meant to be photocopied, or copied into a school template, an online form or a learning platform. Each one lists the fields you really need; add more writing space for younger students or anyone who needs it. Fill in only what the activity requires, use real units and clear file names, keep corrections visible, and remove personal information before anything is shared publicly.

Which sheet goes with which module

SHEET	USE IT WITH	PAGE
T1 · Garment Journey Map	Module 1 · W1, at the very start	55
T2 · Fibre Profile	Module 2 · W3 Fibre and Fabric Detective	56
T3 · Garment Material Passport	Module 2 · W4, and again in Module 9	56
T4 · Responsible Collection Plan	Module 3 · W5, before any call for donations	57
T5 · Sorting and Mass Log	Module 3 · W6 Sortathon	57
T6 · Stitch Skills Card	Module 4 · W7 Hand-Stitch Sampler	58
T7 · Repair Record	Module 5 · W8 Repair Clinic	58
T8 · Natural Colour Log	Module 6 · W9 Swatch Laboratory	59
T9 · Sustainable Design Brief	Modules 7–8 · W11–W13, before anything is cut	59
T10 · Peer Critique Card	Modules 7–10 · any design review	60
T11 · Product Story and Claim Check	Module 10 and Digital Booklet 5	60
T12 · Showcase Planning Checklist	Module 10 · W15 and Resource R4	61
T13 · Pre/Post Learner Reflection	Start and end of any pathway	61
T14 · Teacher Delivery and Evidence Log	For teachers, after each workshop	62

PRINTABLE TOOL T1

Garment Journey Map

Use this at the start, to link an everyday garment with how it was made, worn, cared for and thrown away. Gaps are fine – it is better to mark a stage as unknown than to invent it.

Garment and verified label information	_____ _____
Stages and locations where known	_____ _____
Evidence, source and important unknown	_____ _____
Three leverage points	_____ _____
Chosen improvement and limitation	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T2

Fibre Profile

Use with labelled samples to separate direct observation from verified composition. Complete the recommendation only after structure, condition and safe comparison evidence have been reviewed.

Sample code and source	_____ _____
Fibre composition where verified	_____ _____
Structure and close observations	_____ _____
Safe comparison result	_____ _____
Care, repair or reuse recommendation	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T3

Garment Material Passport

Create a concise record that can remain with an upcycled or repaired product. Include only relevant verified information and a stable identifier that does not expose the learner.

Product identifier and image alt text	_____ _____
Source, composition and components	_____ _____
Retained features and new inputs	_____ _____
Tests and limitations	_____ _____
Care, repair and next-life guidance	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T4

Responsible Collection Plan

Fill this in before any call for donations goes public. It makes sure routes, storage space, roles, refusal rules, access and approval are settled, so the campaign does not leave you with material you cannot manage.

Verified internal and external routes	_____ _____
Accepted/refused items and cleanliness standard	_____ _____
Dates, location and storage capacity	_____ _____
Roles, access and safety controls	_____ _____
Approval and partner confirmation	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T5

Sorting and Mass Log

Record each batch once and calculate net mass using a documented tare. Route codes should match physical labels and transfer or storage records.

Date and batch code	_____ _____
Gross mass, container tare and net mass	_____ _____
Route code and reason	_____ _____
Recorder and second check	_____ _____
Transfer or storage reference	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T6

Stitch Skills Card

Use for formative feedback on safe set-up, thread control and four essential stitches. The final field identifies one small next step rather than a general judgement such as ‘practise more’.

Safe set-up and tool return	_____ _____
Secure start and finish	_____ _____
Recognisable stitch structure	_____ _____
Suitable spacing and tension	_____ _____
Best evidence and next step	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T7

Repair Record

Document diagnosis, user preference, repair decision, test and aftercare. Add a later inspection when possible so that classroom predictions can be compared with actual use.

Fault, weakened area and likely cause	_____ _____
User preference and success criteria	_____ _____
Patch, stitch and assembly plan	_____ _____
Use-related test and result	_____ _____
Care advice and reinspection date	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T8

Natural Colour Log

Use for small teacher-approved swatch investigations. Change one variable at a time, keep sample codes attached and state conclusions only for the recorded conditions.

Swatch code, fibre and mass	
Colour source and measured quantities	
Controlled variable	
Temperature, time and approved process	
Result, limitation and next test	

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T9

Sustainable Design Brief

Complete before cutting. The brief turns a material opportunity into a user-centred problem with measurable criteria, alternatives and a prototype decision.

User, context and need	
Available material and excluded defects	
Three measurable success criteria	
Alternatives and selected option	
Prototype feedback and revision	

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T10

Peer Critique Card

Structure feedback against the agreed brief rather than personal taste. The reviewer supplies evidence, a useful question and one feasible suggestion without redesigning the work for the maker.

I notice — specific evidence	_____ _____
I wonder — useful question	_____ _____
What if — feasible suggestion	_____ _____
Strongest match to the brief	_____ _____
Test or evidence still needed	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T11

Product Story and Claim Check

Audit every public environmental statement. A claim is approved only when evidence, boundary and limitation are visible and the final wording remains understandable to the intended audience.

Exact claim	_____ _____
Evidence attached	_____ _____
Boundary and limitation	_____ _____
Revised wording	_____ _____
Approval for publication	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T12

Showcase Planning Checklist

Use it while you prepare the event and again just before the doors open. Every line needs a name, a status and a follow-up – not just a tick.

Venue, roles and running order	_____ _____
Consent, safeguarding and access	_____ _____
Stable displays and tool demonstration rules	_____ _____
Captions, QR/link tests and offline route	_____ _____
Attendance, feedback and follow-up evidence	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T13

Pre/Post Learner Reflection

Use it before and after the pathway, with an anonymous learner code. Compare the two without publishing anyone's answers, and remember that feeling more confident is not the same as being able to do something.

One idea or skill I already have	_____ _____
One question I want to investigate	_____ _____
One support that helps me participate	_____ _____
Evidence of learning	_____ _____
One next action	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PRINTABLE TOOL T14

Teacher Delivery and Evidence Log

Keep a concise record of delivery, adaptations, safety, retained evidence and corrective action.

Module/workshop, date and group	_____ _____
Adaptations and safety checks	_____ _____
Learning evidence retained	_____ _____
Issues and corrective action	_____ _____
Follow-up and next step	_____ _____

Learner/team code: _____ Class/group: _____ Date: _____ Evidence file/link: _____
Reviewer: _____

PART V · REPLICATION, GLOSSARY AND REFERENCES

Replication pathway for another school

Repeating this curriculum in another school means keeping the logic and changing the context. Do not copy collection messages, safety controls or material routes without checking them locally. Start with what your school can realistically manage and a single pathway, write down what you change, and share what worked – and what did not – with colleagues.

1 · ESTABLISH	Name the school lead, learner group, partner route, safeguarding owner and accessible participation options.
2 · VERIFY	Confirm accepted materials, storage, tools, supervision, public-link platform and evidence responsibilities.
3 · SELECT	Choose a delivery pathway and modules that match time, learner readiness, curriculum links and available materials.
4 · PREPARE	Complete risk assessment, translate or simplify key instructions, test tutorials and print only the required tools.
5 · DELIVER	Use the encounter–investigate–imagine–make–test–share cycle and retain proportionate evidence.
6 · REVIEW	Compare outcomes with criteria, collect learner and community feedback and record corrective actions.
7 · SHARE	Publish an accessible, truthful summary with project identity, funding acknowledgement and reusable resources.

Minimum replication package

- One-page context and objectives; selected module/workshop list; local curriculum connections.
- Verified collection or material-source route; responsible persons; local risk and safeguarding controls.
- Accessible learner instructions, tutorial links, offline alternatives and only the relevant printable tools.
- Assessment criteria, evidence plan, consent approach, storage period and indicator definitions.
- Post-delivery review: what worked, what changed, what should not be repeated and the next local action.

Beyond one classroom

Partner schools, local heritage and students who teach

Working with a partner school abroad

Most of this curriculum was developed by schools that could meet in person only a few times; the rest happened online. What worked for us, more or less:

- Use eTwinning (TwinSpace) or another platform all schools have approved, so students can work together without personal social-media accounts.
- Swap material passports. Each school sends a passport for one item and the partner school tries to "read" it and asks questions. Unclear passports come back quickly – which is the point.
- Build a joint mini-collection. Each school makes one or two components – a patch, a strap, a pocket – to an agreed size, and the pieces are joined at a meeting or shown side by side online.
- Write in simple English and let students use translation tools, but have a teacher check anything that will be published.
- Allow at least six to eight weeks for any joint task. Holidays, exams and time zones never line up.

FROM THE PROJECT – Learning Together Across Borders

During our From Waste to Wardrobe project, we used Google Meet to bring students and teachers from Romania, Türkiye, Greece and Spain together. We organised a competition to choose the project's official logo, giving students a chance to share their ideas and creativity. Another memorable activity took place on 6 March 2026, when students from Ankara prepared interactive games about textile waste, water consumption and sustainable fashion. Students from all partner countries joined the online session, answered questions and learned together. These simple activities showed us that meaningful international collaboration can happen even when we are hundreds of kilometres apart.

Local heritage as design inspiration

Romania, Greece, Türkiye and Spain all have strong textile traditions – embroidery, weaving, lace edging, patchwork, plant dyes. Students can research one technique from their own area, ideally by talking to an older person in the community, and use it as inspiration for a repair, a patch or a surface design.

- Name the source: the village, region or person the technique comes from.
- Call it inspiration. A school piece is not "traditional" or "authentic" just because it borrows a motif.
- Some patterns carry religious or family meaning. Ask before reproducing them.

FROM THE PROJECT – Traditional Crafts in Lesvos, Greece

During our Erasmus+ mobility in Lesvos, Greece, students had the opportunity to work with a local artist and discover how traditional crafts can give old textiles a new purpose. They learned to create wearable accessories from reused fabrics and explored traditional chair-seat weaving, using textile strips to restore the seats of wooden chairs. It was a wonderful hands-on experience that showed students how local traditions, creativity and sustainability can come together, while giving new life to materials and objects that might otherwise be thrown away.

Students as workshop leaders

Teaching a technique to someone else is one of the best ways to really understand it, and younger students often listen to an older student differently than to a teacher. Once a group is confident with a workshop, let them run it – for another class, for families, or at a community event.

ROLE	WHAT THE STUDENT DOES
Lead	Opens the session, explains the goal and keeps the group together.
Demonstrator	Shows each step slowly, twice if needed.
Safety checker	Counts needles and scissors out and back in, and watches the hot or sharp stations.
Timekeeper	Keeps the plan on track and warns five minutes before each change.
Evidence keeper	Takes photos of hands and products (not faces) and collects feedback cards.

Rehearse once with the teacher beforehand – a quick “teach-back”. The adult in the room stays responsible for safety and safeguarding. Afterwards, ten minutes of debrief: what would the student leaders change next time?

PUBLIC IMPLEMENTATION RESOURCE R1

Implementation readiness map

Use this map before you fix workshop dates. It turns the curriculum’s general requirements into decisions your school actually has to take – who teaches, which materials, how every student can take part, what evidence you keep – so nothing is left to guesswork.

Core readiness decisions

DECISION	MINIMUM REQUIREMENT	CONFIRMED LOCAL RESPONSE
Educational purpose	Name the learning outcomes, curriculum links and intended learner evidence.	Record the agreed purpose and owner.
Learner group	Confirm age range, group size, prior experience, language and access requirements.	Record adaptations and consultation completed.
Delivery pathway	Select Starter, Core or Complete, or name the exact modules and workshops used.	List selected modules, dates and guided hours.
Responsible staff	Name the educational lead, safeguarding contact, tool supervisor and evidence owner.	Record roles and a deputy for essential functions.
Timetable and space	Confirm a suitable room, clean and dirty zones, storage, breaks and safe circulation.	Record room, setup time and access arrangements.
Material route	Verify accepted textiles, refusals, weighing, storage, reuse routes and transfers.	Record the receiving route and evidence method.
Digital access	Test tutorial links, captions, QR codes, school devices and an offline alternative.	Record devices, connectivity and the fallback route.
Evidence and data	Choose proportionate evidence, consent, learner codes, storage period and reporting rules.	Record the minimum evidence set and retention owner.

Go / revise / stop decision

- Proceed only when every safety-critical role and material route has a named owner.
- Revise the pathway when time, supervision or learner access would make the intended outcome unrealistic.
- Stop and escalate when hygiene, sharps, heat, consent, storage or transfer arrangements remain unresolved.
- Record the decision date and the first review point; implementation readiness is not a one-time assumption.

READINESS STANDARD A shorter, fully controlled pathway is stronger evidence than a larger activity delivered without verified routes, access or supervision.

Readiness confirmation record

CHECKPOINT	PUBLICATION-READY RECORD
Decision and date	Record whether the pathway is approved, revised or paused, with the decision date.
Conditions before delivery	List unresolved non-critical actions, the responsible person and completion date.
Learner consultation	Record how learner access needs and participation preferences were considered.
Partner or route confirmation	Record the named receiving, specialist or community partner and the evidence of agreement.
First review point	Set the first session, batch or date at which the team will review assumptions and controls.

PUBLIC IMPLEMENTATION RESOURCE R2

Materials, logistics and mass-balance plan

Plan how textiles and tools will move before the collection starts. This sheet separates what comes in, what can be used, what the workshops use up, what is left over and what goes to an outside partner, so the same kilograms are never reported twice.

Logistics plan

ITEM OR STREAM	SOURCE / QUANTITY	STORAGE AND HANDLING	RESPONSIBLE ROLE
Incoming textiles	Approved source; expected kilograms; delivery date	Intake point, clean/dry check and batch code	Collection lead
Isolation or refusal	Wet, mouldy, contaminated, sharp or pest-affected items	No learner access; local disposal or return procedure	Named adult
Workshop stock	Sorted reusable garments, panels and components	Labelled dry storage; issue by batch or class	Materials custodian
Tools and equipment	Counted needles, scissors, machines, scales and PPE	Sign-out, secure return, maintenance and fault record	Tool supervisor
Consumables	Thread, fasteners, approved colour materials and cleaning items	Original labels; controlled quantities; expiry/allergen check	Workshop lead
Residue and offcuts	Measured remainder after making or testing	Route-coded container; no unsupported recycling claim	Evidence owner
External transfer	Named reuse, repair or authorised waste route	Transfer date, quantity, recipient and confirmation	Project coordinator

Mass-balance method

- Give every intake batch a unique code and record the calibrated scale, unit and date.
- Record gross intake separately from material accepted after inspection.
- Allocate accepted mass to workshop use, direct reuse, component recovery, transfer and documented residue.
- Reconcile the route totals with accepted mass and explain any moisture, packaging or measurement difference.
- When you publish a total, say exactly what it means – received, accepted, used or upcycled kilograms. Collected mass is not automatically upcycled mass.

CONTROL EQUATION Accepted textile mass = workshop use + direct reuse + component recovery + external transfer + documented residue, adjusted only by a recorded measurement difference.

Reconciliation review

REVIEW QUESTION	REQUIRED EXPLANATION OR EVIDENCE
Are all quantities in the same unit?	Convert before adding; retain the original record and note the conversion.
Was packaging excluded consistently?	State whether bags, boxes, hangers or containers were included at each weighing point.
Did moisture or cleaning change mass?	Record the stage and do not present the difference as recovered textile.
Can every transfer be traced?	Link batch code, quantity, date, recipient and confirmation of the route.
Does the public figure match the evidence boundary?	Name whether the figure means received, accepted, used, upcycled or transferred mass.

PUBLIC IMPLEMENTATION RESOURCE R3

Risk, safeguarding and inclusive-access plan

This plan supports — but does not replace — the school's formal risk-assessment and safeguarding procedures. Complete it with the staff who control the room, tools, materials, learner support and public communication.

Hazard and barrier controls

HAZARD OR BARRIER	WHO MAY BE AFFECTED	CONTROLS AND ADAPTATIONS	OWNER / ESCALATION
Needles, pins and sharps	Learners, staff, cleaners	Counted issue/return; magnetic sweep; secure damaged-sharp container	Tool supervisor; missing-item stop
Cutting and sewing tools	Users and nearby peers	Demonstration; stable surface; spacing; guarded or adult-only operations	Workshop lead
Heat, hot liquid or steam	Users, assistants and passers-by	Adult-controlled zone; heatproof surface; PPE; cooling and spill procedure	Named adult; first-aid route
Colour materials and allergens	Sensitive learners and staff	Approved materials only; labels retained; gloves/ventilation; opt-out role	Risk owner; local health procedure
Manual handling and storage	Anyone lifting or accessing stock	Weight limits; team lift; stable shelving; clear circulation route	Materials custodian
Hygiene and contamination	Whole group and receiving partners	Clean/dry acceptance rule; isolation; handwashing; surface cleaning	Collection lead
Images, names and accounts	Learners, especially minors	Specific consent; learner codes; school accounts; remove location/private data	Safeguarding/data lead
Access and participation	Learners facing sensory, mobility, language or confidence barriers	Choice of tools/roles/media; captions; tactile samples; non-public role	Teacher and learner agree support

Non-negotiable decisions

- Adult-only operations remain adult-only even when a learner has watched the tutorial.
- A learner may choose a non-contact or non-public role without losing status in the team.
- No identifiable image, private account or personal story is required as evidence of learning.
- An incident, missing sharp, contamination concern or consent withdrawal triggers the local stop-and-escalate procedure.

Access-by-design choices

PARTICIPATION BARRIER	PLANNED CHOICE OR ALTERNATIVE
Fine-motor or grip demand	Offer clamps, larger tools, prepared starts, paired roles, digital annotation or quality-check roles.
Standing, lifting or movement	Provide seated work, reachable materials, team lifting and a circulation-free documentation role.
Sensory load	Offer quieter timing, predictable sequence, reduced visual clutter, gloves or non-contact observation.
Language and literacy	Use demonstration, icons, tactile samples, concise steps, glossary support and oral response options.
Public speaking or image use	Offer recorded audio, anonymous text, curator roles or a private portfolio outcome.
Digital access	Provide school devices, printed links, teacher-led playback and an offline written sequence.

DIGNITY CHECK An adaptation is successful when it preserves the learning goal, meaningful choice and equal status — not merely physical presence in the room.

PUBLIC IMPLEMENTATION RESOURCE R4

Community showcase and public-communication plan

A showcase should show learning, process and limits – not just finished objects. Plan how visitors will move through it, access, consent, evidence and follow-up before students start preparing anything for the public.

Event identity and controls

FIELD	MINIMUM PUBLICATION-READY DECISION
Purpose and audience	Name what visitors should understand or do, and which community groups are invited.
Date, venue and capacity	Confirm physical/digital access, occupancy, supervision and emergency arrangements.
Consent and privacy	Separate consent for attendance, identifiable images, quotations and online publication.
European Union visibility	Display the EU emblem, funding acknowledgement, project title and project number correctly.
Evidence and metrics	Define attendance, feedback, engagement and follow-up measures before the event.
Afterlife	Name where resources, products and records go after the showcase and who completes follow-up.

Public experience zones

ZONE	PURPOSE	ACCESS / SAFEGUARDING	EVIDENCE
Context	Explain the project need and partners.	Plain language, readable contrast, no personal data.	Approved project summary.
Material journey	Show intake, sorting and route decisions.	Stable displays; tactile choice; clear hygiene message.	Batch/route examples.
Making and testing	Show process, criteria and revision.	Demonstration boundary; captions; safe tool distance.	Sample, test and revision.
Products and passports	Connect source, transformation, care and next life.	Alternative text; QR plus printed fallback.	Selected passports.
Voices and reflection	Share learning without tokenising participants.	Consent; anonymous option; no required portrait.	Approved quotation or reflection.
Action and follow-up	Invite a realistic next step.	Accessible contact route; no pressure to disclose data.	Commitment or follow-up log.

PUBLIC CLAIM CHECK Every environmental claim should name the change, evidence, boundary and limitation. Avoid claiming that an item, fibre or event is simply “sustainable”.

Communication asset checklist

ASSET	MINIMUM CONTENT	ACCESS AND RIGHTS CHECK
Invitation or event page	Purpose, audience, date, place, access and contact route	Readable format; no unnecessary registration data
Project identity panel	Title, number, partners, EU emblem and funding statement	Correct emblem use and sufficient contrast
Process caption	Material source, transformation, evidence and limitation	Plain language; alternative text where digital
Photograph or video	Relevant process or outcome with accurate context	Specific consent; rights cleared; no private data
QR-linked resource	Descriptive link purpose and printed fallback	Link tested on school network and phone
Follow-up post	Result, participation measure, next action and contact	Metric named; dated screenshot retained

PUBLIC IMPLEMENTATION RESOURCE R5

Video tutorials: access and register

The tutorials support teaching; they do not replace demonstration, supervision, local risk assessment or learner practice. The “Teaching with VT” table in each module shows how to use the video before, during and after practical work.

Access and continuity

• Provide captions, a written sequence and a printed or teacher-led fallback for every essential instruction.

• Pause and replay at learner-controlled points; require no personal account, and test every link/QR code on the school network and a phone.

• If a tutorial becomes unavailable, retain the workshop objective and teach from the written sequence until access is restored.

LINK CONSISTENCY The module card, QR code and tutorial register must always resolve to the same public address for the same VT number.

Tutorial access verification

CHECK	PASS CONDITION
Public access and identity	The link opens without the owner’s account; the visible title and VT number match the module card, QR destination and register.
Playback and start point	Video and audio work on a school device and phone; any selected start time is intentional and relevant.
Language and accessibility	Romanian subtitles remain readable and the written English sequence provides an accessible fallback.
Continuity and platform context	The teacher can continue offline and has previewed surrounding content using the school’s approved viewing arrangement.

Video tutorial register

CODE	TITLE	ACCESS
VT1	What Makes Fashion Sustainable? A Life-Cycle Introduction	Open tutorial
VT2	How to Read Fibre and Care Labels	Open tutorial
VT3	How to Set Up a Textile Collection and Sorting Station	Open tutorial
VT4	Four Essential Hand Stitches for Garment Repair	Open tutorial

CODE	TITLE	ACCESS
VT5	Visible Patching: From Damage Diagnosis to a Durable Finish	Open tutorial
VT6	Natural Colour Swatches: Safe Testing and Process Records	Open tutorial
VT7	From T-Shirt to Carry Item: A Low-Waste Upcycling Method	Open tutorial
VT8	Zero-Waste Pattern Placement: Plan Before You Cut	Open tutorial
VT9	Create an Accessible Digital Product Passport	Open tutorial
VT10	Photograph and Tell the Story of an Upcycled Piece	Open tutorial

Glossary

Accessibility: Designing information, tools, environments and participation so people with diverse needs can use them with dignity and choice.

Circular design: Design that seeks to prevent waste, extend product life, enable repair and reuse, and retain material value through future cycles.

Digital product passport: A structured digital record that connects a product with verified material, care, repair, test and next-life information.

Durability: The ability of a product to continue performing its intended function through time and use.

Fibre: The basic natural, regenerated or synthetic strand from which textile materials are made.

Greenwashing: Communication that gives an unjustified or disproportionate impression of environmental benefit.

Material passport: A record of known material source, composition, components, condition, interventions and guidance for continued use.

Mending: Repairing damage to extend useful life; the repair may be discreet or intentionally visible.

Recycling: Processing discarded material into material for new products; it normally follows prevention, continued use, repair and direct reuse in the value hierarchy.

Reuse: Using a product or component again for the same or a different purpose without reducing it to raw material.

Upcycling: Transforming an existing product or material into a new useful outcome while seeking to retain or increase its functional value.

Zero-waste pattern: A pattern-planning approach that assigns almost all usable textile area to product components and reports any remaining material transparently.

Selected references and further reading

- European Commission — EU Strategy for Sustainable and Circular Textiles · accessed October 2026
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Accessibility, access and corrections

This edition uses structured headings, descriptive link text, high-contrast tables and alternative text for meaningful images. Tutorial links are also provided as QR codes. For the latest published edition, tutorial access or to report a correction, use the project website, the From Waste to Wardrobe YouTube channel or email scoalabaia@yahoo.ro.

Notes

FROM WASTE TO WARDROBE

Start with the clothes we already have.

This curriculum helps teachers work with students aged 12 to 18 on one of the most everyday parts of sustainability: clothing. Students learn to read a label, collect and sort textiles responsibly, stitch, mend, recolour and redesign what already exists – and then tell the story of their work honestly, without greenwashing.

Every module comes with step-by-step workshops, a video tutorial, ideas for students with special educational needs and clear safety notes. Use one lesson, a project week or the whole pathway.

INSIDE

- **10** teaching modules
- **15** step-by-step workshop guides
- **10** video tutorials with QR codes
- **5** digital booklets to share
- **14** printable worksheets
- **1** assessment rubric and replication guide

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