



TEACHERS GUIDE FOR LEARNING ACTIVITY 3: CAN RESPONSIBLE CONSUMER OF TEXTILES PROTECT OUR PLANET?

MODULE SUSTAINABLE CONSUMER BEHAVIOUR, 2.5 ECTS

Title	Can responsible consumer of textiles protect our planet?		
Relevant SustainComp modules	Sustainable Consumer behaviour		
Pre-requisites	None		
Introduction	In this learning activity, students are introduced to consumer behaviour and choices, which they relate to sustainability.		
Learning goals	After this learning activity the student will have basic knowledge on the environmental impact of textile consumption and know how to act to protect environment (reduce their carbon footprint, buy wisely)		
Pedagogical principle for the activity	Active learning Problem- solving Critical thinking and communication Group work – collaboration		
Digital facilitation	COIL		
Subject specific terms	Textile consumption: textile production, textile carbon footprint, consumer decisions, sustainable behaviour		
Use of time (total)	225 min (approx. 5x45min)		
Preparation and equipment	Pen and large paper sheets (if the activity is conducted nondigital) or application for conducting digital mind map. Table, application for textile footprint calculations Students do research in different textile shops (in a real environment and online)		
Implementation	Schedule	Time	How
	Part 1 Introduction	25 min	Introduction on: - Critical points that fast fashion has on our buying decisions (examples: colors, low price, quality, etc.) - Labels on textile labels (examples: materials,

			<p>symbols for care, made in, etc.)</p> <ul style="list-style-type: none"> - The importance of certificates (examples: EKO standards, Confidence in Textiles, Organic Textiles, OEKO-TEX® Standard 100, Fair Trade, etc.) - The importance of the shopping plan (examples: which clothes do you need, how many clothes, for what, etc.)
	Part 2 Group work (COIL)	20 min	<p>Each student solves a quiz on consumer buying habits. Based on the points scored in the quiz, the consumer provides information about his or her shopping habits</p> <p>Quiz questions:</p> <ul style="list-style-type: none"> - how often do you buy textile products? - How often do you look at the textile label? - Is price more important to you than quality when buying? <p>Would you rather buy several cheap rayon shirts, which are cheap and give you more fashionable combination options, or one expensive silk garment?</p> <ul style="list-style-type: none"> - I throw the torn garment in the trash <ul style="list-style-type: none"> - What is my carbon footprint? <p>Students analyze their behavior in relation to textiles and define problems and choices they have to make in relation to textiles. They create a mainmap.</p>
	Pars 3 Field Work	90 min	<p>Students work in groups and do research on the following questions: from their <u>What do I have in my closet:</u> Students analyze their closet (how many clothes are there that they wear more than once, and how many clothes are there that they wear only once) Identify reasons for buying textiles - Influence of friends, price, advertising...</p> <p><u>What I pay when I buy cheap clothes:</u> Students try to find characteristics of fast fashion (chemical textile fibers, pollution in textile production, transportation, labor) <u>Textile waste</u> Students look for answers to the question: what are the environmental consequences of the accumulation of surplus textiles?</p> <p><u>What is my textile carbon footprint:</u></p>

			<p>Students in groups analyze their textile footprint: (website link: https://www.sensitivefabrics.it/our-footprint/)</p> <p>They are divided in more focus oriented groups.</p> <p>They can use Worksheet 1 and pictures (Moodle).</p> <p>Students create a list of critical points in their textile consumption.</p> <p>Students prepare texts, images, videos, motivational slogans and promotional materials to raise awareness on how to be a sustainable consumer of textiles that protects the planet.</p>
	Part 4 Group work	60 min	Students make teaching materials from waste textiles.
	Part 5 Closure	30 min	Presentations of working results, wrap up and reflections.
Recommended	1 hour lecture on sustainable textile consumption		Lecture on impact of textile consumption on environment - waste, carbon footprint....
Evaluation of the activity	Formative		Discussions. Quiz.
	Summative		
Literature			
<p>Bennett, L. (6.10.2017). <i>Ethical Fashion Certifications and Standards: What do the labels mean?</i> Good on you. https://goodonyou.eco/ethical-fashion-certifications-explained/</p> <p>Mead, B. (2023). <i>OEKO-TEX® STANDARD 100 Certification</i>. Hohenstein Americas. https://www.hohenstein.us/en-us/oeko-tex/output-control/standard-100</p> <p>Neumann, H. L., Martinez, L. M. & Martinez, L.F. (2021). Sustainability efforts in the fast fashion industry: Consumer perception, trust and purchase intention. <i>Sustainability Accounting, Management and Policy Journal</i>, 12(3), p. 571-590. https://doi.org/10.1108/SAMPJ-11-2019-0405</p> <p>Niinimäki, etc. (2020). The environmental price of fast fashion. <i>Nature Reviews Earth & environment</i>, 1(2020), page 189-200. https://www.nature.com/articles/s43017-020-0039-9.</p> <p>Rana etc. (2015). 7 Carbon Footprint of Textile and Clothing Products. In S. S. Muth (ed.), <i>Handbook of Sustainable Apparel Production</i> (page 141-165). CRC Press. https://books.google.si/books?hl=sl&lr=&id=-TGsCQAAQBAJ&oi=fnd&pg=PA141&dq=textile+carbon+footprint&ots=QyStAKo8_U&sig=AQMkkmXQihxlhedDntyBCdtGtp0&redir_esc=y#v=onepage&q=textile%20carbon%20footprint&f=false</p>			

Shaimaa, etc.(2023). The only way to fix fast fashion is to end it. *Nature reviews earth & Environment*, 4(2023), page 137-138. <https://www.nature.com/articles/s43017-023-00398-w>

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Reference: SustainComp Curriculum for Higher Education, supported by Erasmus+ Programme.
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