

Lesson Plan

Teacher's name: Jovana Zivkovic

Grade: 10th

Number of students: 45 students

Average age of students: 15

Module: Module 3 Sustainability- Fast Fashion

Length of class: 90 minutes

Language Focus: ☐ Grammar ☒ Vocabulary ☐ Functions ☐ Other _____

Skills: ☒ Reading ☐ Listening ☒ Writing ☐ Speaking

Approaches Followed:

- | | |
|--|---|
| <input type="checkbox"/> Co-Teaching
<input type="checkbox"/> Communicative Approach
<input type="checkbox"/> Project Based Learning
<input type="checkbox"/> PPP | <input checked="" type="checkbox"/> Active Learning
<input type="checkbox"/> Task Based Learning
<input type="checkbox"/> Problem Based Learning
<input type="checkbox"/> Other: <u>Skill-based lesson</u> |
|--|---|

Main aim:

By the end of the class, students will be able to effectively express their opinions on fast fashion and consumerism in written form by using vocabulary and ideas from the text *Fast fashion and Consumerism*.

Subsidiary aims:

1. To develop reading subskill of skimming and scanning.
2. To understand the gist of an argumentative essay.
3. To produce coherent and effective statements following Subject-Verb-Object (SVO) structure. And using the grammar previously taught in this module.
4. To summarize information using a diagram,

Performance indicators:

Knowing	Doing	Being	Learning to learn
Identifies general and specific information in narrative and descriptive texts.	Expresses his/her opinion in a written form. Provides arguments to support his/her opinion in written form following the model provided. Summarizes relevant information from texts related to the fashion phenomenon by applying summarizing strategies.	Values and respects others' opinions. Thinks critically about social issues.	Applies strategies to learn new vocabulary while reading. Reads actively by taking effective notes. Understands the importance of reading and thinking critically.

Timetable fit and assumed knowledge

Lesson plan designed by: Jovana Zivkovic

Module 3, Sustainability: Fast Fashion lasts between 20 and 25 hours. Preferably, this lesson should be covered half-way through the module to give students enough time to acquire vocabulary and grammar suggested by the module but leave enough time for students to be ready for academic texts and short essays.

In this module, students learn how to recognize the rhetorical purpose of oral and written texts, defend their opinions and provide arguments. As part of the formative assessment, students learnt how to take notes and write drafts following the principles of process writing. At the end of module 3, students are expected to write simple argumentative texts in which they give their point of view on some of the topics from the module (which can be Fast fashion or topics directly related to fast fashion, such as consumerism). **For this reason, writing effective thesis statements is one of the aims for this module.**

With regards to vocabulary, students should already be familiar with the terms “globalization” and “consumerism”. Also, students are familiar with modal verbs and first conditional, which is something they might recycle through this lesson. Students should know how and when to use Future Simple and Present Perfect since these topics were the language focus of previous lessons and modules. Language-wise, students have already acquired expressions that can be used to defend their position in a debate (Module 2). Students should know how to summarize information by means of diagrams.

The reading worksheet activities which are not done in class will be assigned as homework.

Content: (lexical, grammar, pronunciation, discourse, sociolinguistic / intercultural)

Lexical:

Vocabulary related to consumerism and fast fashion:

- | | | |
|-------------------|-----------|----------|
| • Overconsumption | Design | Buzzword |
| • Recycle | Warming | |
| • Sustainability | Buzz word | |

Discourse markers: however, nevertheless, some may argue that, the argument can be.

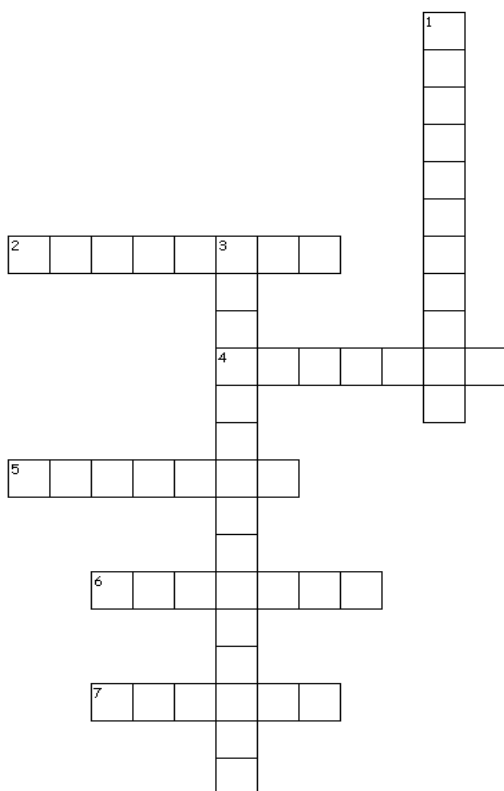
Intercultural: Motivate students to think critically about the effects of fast fashion on society and the environment.

WORKSHEET 1. VOCABULARY

STUDENT A

Fill in the crossword using the words from the box:

design	overconsumption garment	sustainable buzzword	warming recycle
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Across

2. a phrase which is trendy and overused

6. a piece of clothing

7. to plan in an artistic way

Down

1. not being harmful for the environment

STUDENT B

Fill in the crossword using the words from the box:

design	overconsumption	sustainable	warming
	garment	buzzword	recycle

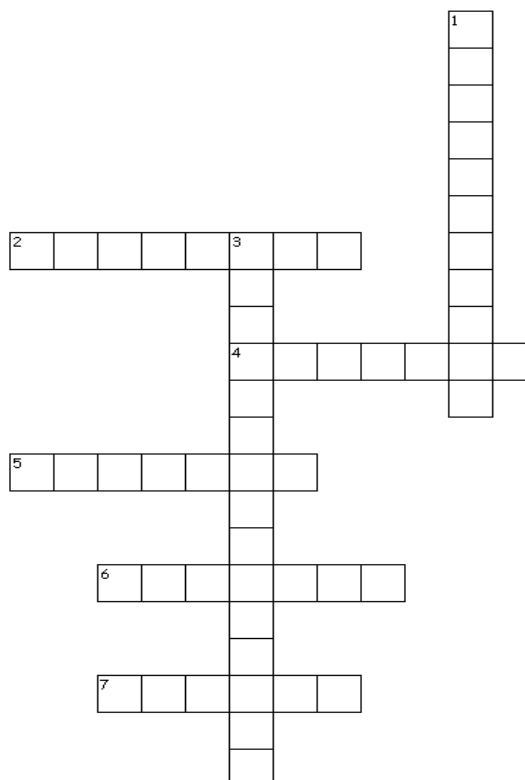
Across

4. to process something and make it usable

5. the process of becoming hotter

Down

3. buying and using more than is needed



WORKSHEET 2. FAST FASHION AND CONSUMERISM

I. Activating schemata

You are going to read an article about fast fashion. Look at the pictures that show some of the consequences of fast fashion.

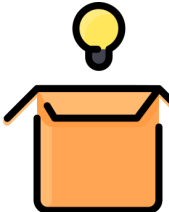
What do you see?



II. Vocabulary

Roll a die!

<https://freeonlinedice.com/>

	<p>Happiness Eliminate First Continue Less Natural</p>
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III. Predicting

Before you read, guess the answers for each of the questions below. Then read the text on the next page to confirm or correct answers.

1. The origins of fast fashion are in:
 - a. The United States
 - b. England
 - c. Asia
2. Rich countries like United States spend more than
 - a. 30 % of world's resources
 - b. 50 % of world's resources
 - c. 70 % of world's resources
3. One of the consequences of fast fashion is
 - a. low prices of clothes
 - b. high waste
 - c. fast change in fashion tastes

IV. Skimming

Read only the first sentence of each paragraph and match the heading with the corresponding paragraph.

- | | |
|------------------|---|
| Paragraph 1 ____ | A. Cultures and Consumerism |
| Paragraph 2 ____ | B. The unexpected consequences of population growth |
| Paragraph 3 ____ | C. The origin of Fast Fashion |
| Paragraph 4 ____ | D. Happiness and Consumption |

Fast Fashion and Consumerism

Heading 1: _____

Whoever said money can't buy happiness? Today, the argument can be made that happiness and consumerism are directly linked. Happiness is not the same for everyone. However, buying new garments has become a part of everyday life and buying something new usually causes happiness. **Nevertheless**, consumerism does not only make us happy but leaves the Earth with damages. If our overconsumption continues, soon we will have to give up our basic needs because the Earth will not be able to sustain it.

Heading 2: _____

Some may argue that all cultures have found meaning in material goods. Goods are not only consumed for their material characteristics. Their design also symbolizes power, status, and beauty. Today, consumer culture is a way of life. However, there are devastating consequences of this lifestyle.

Over-consumption of our natural resources is affecting ecosystems around the world. Rich nations like the United States have almost 20 percent of the world's population, but they use more than 70 percent of the Earth's resources and generate waste. Some of this waste are released into the atmosphere, rivers, and oceans, and only a small part is recycled. Fashion is one of the key elements that fuel consumerism. Fashion not only includes clothing, but also any object that we buy because it is different, new and improved. Fashion is central to modern day consumption.

Heading 3: _____

People throughout time have always been interested in beautiful objects or signs of status. Consumerism started in the sixteenth century in England for two main reasons. First, Queen Elizabeth the First, used fashion as a display of power. Second, she forced her noblemen to move from local areas and to attend the London court where they had to compete with equals. This meant that they needed to follow fashion rules. Now, Elizabeth's noblemen began to spend less on their families and more on themselves to show class and status in the court.

Heading 4: _____

Years ago, many people imagined that life would be perfect in the 21st century. Technology would eliminate diseases, and there would be abundance of resources available for all. However, population growth and overconsumption are the main reasons for the environmental and social problems that humans face today. Although some people think that global warming is a buzzword and that sustainability is not important, the Earth is devastated, and we should change the way we consume if we wish to save the planet.

Adapted from: <https://www.ukessays.com/essays/cultural-studies/the-cause-and-effects-of-consumerism-cultural-studies-essay.php>

V. **Checking understanding**

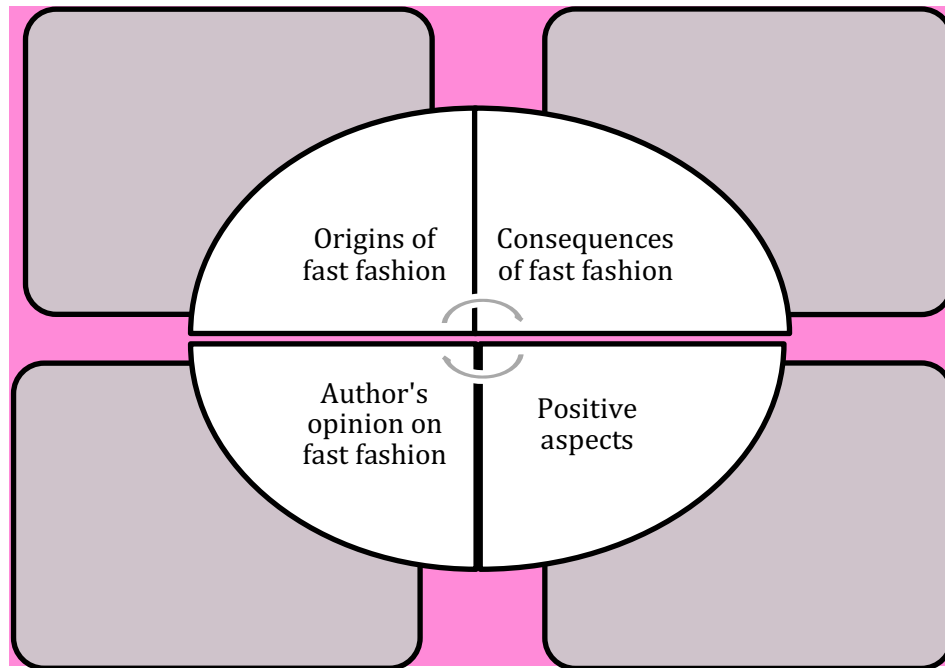
Read the article again. Then write "T" (True) or "F" (False) next to each of the statements below

1. According to the essay, money can buy happiness. ()
2. Fashion has only minor contributions to environmental problems. ()
3. Queen Elizabeth was against fashion as a display of power. ()

VI. Find a word or phrase in the text which means...

1. connected or related (Paragraph 1, Line 2) _____
2. products or objects (Paragraph 2, Line1) _____
3. to confront (Paragraph 4, Line 4) _____

VII. Summarize the information from the text using the diagram below



VIII. Discuss the following questions with your partner:

1. Was there anything in the essay that surprised you?
2. How can you help reduce the negative impact of fast fashion on the environment?
3. Are you a fast fashionista?

IX. Writing task

Padlet Activity: Click on the link below. Write your sentence in the white box on the bottom of the screen and post it.

APPENDIX 1. CHECKLIST

	Student 1	Student 2	Student 3	Student 4	Me
The sentence expresses an opinion on fast fashion or consumerism.					
The sentence has a subject and a verb.					
The sentence contains vocabulary related to fast fashion and the environment.					
What can your classmate/you improve in his/her sentences?					
	Student 1	Student 2	Student 3	Student 4	Me
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What can your classmate/you improve in his/her sentences?					