

The Revolve Project

KS3/KS4



The Revolve Project

A lesson plan to help you think about the impact that clothing has on our environment and ways in which your school could help reduce the impact. This could be delivered to KS3/4 as a lesson or as an activity for your school council.

Links to rights

Article 12 – The right to be listened to and taken seriously

Article 15 – The right to join groups and make friends

Article 26 – My family should get the money they need to help bring me up

Article 29 – The right to an education which develops my personality respect for others rights and the environment

Learning Outcomes:

- Young people will have learnt about the environmental impact of clothing production (with a focus on school uniforms).
- Young people will have the opportunity for pupil-led learning to explore the impacts further
- Young people will have explored Article 12: the right to be listened to and taken seriously

- Young people will create their own action plan to create change in their school

Timing:

This activity will take 60 minutes to complete.

Resources

- [Video clip of Sally Holland](#), Children's Commissioner for Wales, introducing the resource
- **Positive and Negatives cards**
- **Film 1:** Confronting High Street Shoppers with a Shocking Truth [{LINK}](#)
- **Film 2:** The Fashion Industry's Shocking Environmental Impact on the Aral Sea [{LINK}](#)
- **Big Ideas Hand-out**

Introduction:

- Explain to pupils that the Children's Commissioner for Wales has been working with schools in Wales to start "The Revolve Project" - a uniform re-use scheme. The Revolve Project hopes to encourage young people across Wales to re-use their school uniforms. The Children's Commissioner for Wales recently consulted with Children and Young people about the extra costs of the school day; school uniform was the most commonly mentioned burden on families'

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school-related finances. If the Revolve Project is successful it will also help to reduce the cost of school uniform for pupils in your school.

- Show pupils the video of the Children's Commissioner for Wales, Sally Holland, introducing the resource.
- Begin the session by playing a game called "**Guestimates**", this game involves each group coming up with a "Guestimate" to the question you pose. For the first question, **ask the class to guess how many pets the class owns collectively**. Write each group's guess on the board. Then ask each pupil how many pets they own and keep a tally.

For the second question, ask the groups to think about **how many school t-shirts they think the average pupil would own from Year 7 to Year 9**. Write each group's guess up on the board, and as a class come to an agreement of the average number of t-shirts and tell the class you will come back to that figure later on in the lesson.

Main:

- Ask pupils to get into small working groups. Give each group a pack of "**Positives and Negatives**" cards. Tell the class that in the pack there are pictures and descriptions of four of the most common materials used to make clothes. Ask pupils to match the materials with their photo and with what they think the negative and

positive of each material is.

- Ask groups to feedback their answers and reveal the correct answers. Ask pupils if they found anything surprising? Follow that up by explaining that today you will be focusing on the environmental impact growing cotton has.
 - Show the first video which explains the amount of water it takes to grow items made of cotton. If anyone has any questions about how cotton is grown, you could also run the **Tale of a T-shirt** activity (In the KS2 activity on our website)
 - Ask young people to feedback their views on the first film.
 - Before showing video two explain that in the clip reporter Stacey Dooley has travelled to Central Asia to the Aral Sea. The Aral Sea was once the fourth-largest lake in the world. In the 1960s the main river feeding the lake was diverted to grow cotton, since then the Aral Sea has been slowly disappearing.
- During the clip Stacey Dooley drives onto what was once the sea bed, and we see the devastating effects it has had. Show the group video two.
- Feedback young people's thoughts on the video.
 - After showing both films, ask young people to revisit their class "Guestimate" of how many

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t-shirts an average pupil would use in 3 years. Tell pupils that it is estimated that it takes 2,720 litres of water to grow the cotton for one t-shirt. That's 3 years' worth of drinking water for one person. Ask pupils to work out how many litres of water it would take to make their guestimate figure.

Finish:

- Hand out the Big Ideas Template to groups and ask them to work together to complete them. Ask young people to feedback their ideas and use the ideas to create an action plan to get the Revolve Project in your school.

Follow on activity:

Pupils who are interested in running the Revolve Project could have the opportunity to write business cases and risk assessments.

Follow on activity:

Pupils could do one of the following; create an information sheet about how cotton is produced, make a poster to encourage other pupils to join the project, create a newspaper article about the Aral Sea.

Follow on activity:

The Aral Sea - pupils may wish to learn more about the Aral Sea, and the effects it has had on local people. There are lots of good videos on the Aral Sea made by the BBC.

Share with us:

Why don't you share your action plan or your completed shop with us? Tweet @childcomwales and include #RightsHour within the tweet. #RightsHour happens every Friday from 12pm-1pm and is an excellent way of sharing the work your school has done with everyone around Wales. Alternatively, contact us on Facebook @childcomwales or Instagram @childcomwales.

Share with us

Scan this QR code to complete a short survey about how you've found our resource and if it has helped your school.



Positives and Negatives cards



Cotton

NEGATIVE

It needs a lot of water to grow and is normally found in areas where there isn't a lot of water.

POSITIVE

It can be recycled without chemicals.



Wool

POSITIVE

It needs less washing than other fabrics.

NEGATIVE

Making it uses lots of land to farm animals.



Silk

POSITIVE

**It is cool in the summer and warm
in the winter.**

NEGATIVE

It is expensive to create.



Acrylic

POSITIVE

It doesn't need a lot of water.

NEGATIVE

**When you wash this material,
tiny bits of plastic enter the rivers
and seas.**

Big Ideas Handout

The idea behind The Revolve Project is to set up a uniform re-use scheme in your school.
Use this sheet to help you plan your project

Why is the Revolve Project important?

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What information would you share with pupils in your school?

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Who would be interested in The Revolve Project?
This could include people in your school or wider community.

.....

Where could you run The Revolve Project?

.....

Where would be the best place; school or somewhere else?

.....



Big Ideas Handout

Who could run The Revolve Project?

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Who could support you? Link teacher, governor?

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How will you encourage others to support the project? How will you get the uniforms?

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What are the barriers to starting the project?

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