PROJECT SUMMARY

- Students created a presentation showcasing what they learned about fast fashion. After, they had to investigate a store, include a call to action for their peers to shop second hand, as well as include outfits shopped for on second hand sites.

DRIVING QUESTION

- ¿Cuáles son algunos de los problemas que existen en el mundo de la moda y cómo podemos ser mejores consumidores?

SUSTAINED INQUIRY & AUTHENTICITY

- Students are given the task to research current retailers and their practices, evaluating their efficiency in sustainability. They'll also be given a budget and have to shop for certain outfits for their group members.

STUDENT VOICE & CHOICE WITH PUBLIC PRODUCTS

- They presented to their peers.

TEACHER REFLECTION

- This unit went well. Many of my students this year already utilize secondhand stores, but they enjoyed getting to know more about options for sustainable shopping and more about the fast fashion stores they frequent. This year I was able to incorporate more grammar that helped with their writing skills. The biggest hit was having a budget and shopping for their group members. I will continue to use this unit with future students.

STUDENT REFLECTIONS

- "I learned more about what people who work in fast fashion have to go through and the effects of fast fashion on the environment."
- "I grew by being more active in my conversation with the audience and not only looking at the slides."
- "I was able to get more done in a short amount of time working with someone that I get along with - meaning I didn't get distracted and we stayed focused.
- "I realized that everyone plays a role in a PBL and that role may change given the group dynamic. In other PBLs, I've been more of a side role, but in this one, I was the leader to make sure things got done on time and tasks were completed.

NOTED SKILLS GAINED

- RESEARCH
- PRESENTATION
- LEADERSHIP
- SUSTAINABILITY