



OVERVIEW

Unit Number and title	1: Recycling & Re-use of materials				
Duration	1 hour				
<i>Hours</i>					
Learning outcomes	At the end of the teaching unit, you will know the difference between reuse and recycle, fast-fashion and slow-fashion and the impact that the fashion sector has on the environment.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	X	Self-awareness and self-efficacy		Taking the initiative	X
Creativity	X	Motivation and perseverance		Planning and management	
Vision	X	Mobilising resources	X	Coping with uncertainty, ambiguity and risk	
Valuing ideas	X	Financial and economic literacy		Working with others	
Ethical and sustainable thinking	X	Mobilising others	X	Learning through experience	
Source: (1)					
Knowledge			Skills		
1. Difference between reuse and recycling 2. Get to know the concept of fast-fashion and slow-fashion 3. Know the impact of the fashion sector on the environment.			1. Creativity. 2. Critical thinking. 3. Promoting a sustainable and environmentally friendly vision.		
Assessment criteria	<input checked="" type="checkbox"/> Written exercises and test <input type="checkbox"/> Oral examination and exercises <input type="checkbox"/> Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):				
Assessment criteria	+ Acquire and internalize the concepts worked on in the different activities. + Answer correctly the questions posed in the final questionnaire.				





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Qualifications framework <i>Reference to EQF and NVQ</i>	
Existing resources	http://www.thereusepeople.org/content/reuse-vs-recycle https://www.epa.gov/recycle/reducing-and-reusing-basics https://ec.europa.eu/clima/citizens/tips/reuse_en https://www.vox.com/the-goods/2020/2/3/21080364/fast-fashion-h-and-m-zara https://www.nytimes.com/2019/09/03/books/review/how-fast-fashion-is-destroying-the-planet.html https://goodonyou.eco/what-is-slow-fashion/
PERSONAL STORY <i>IO1 Connection</i>	<p>Anita was born in Albania, in 1974. She moved with her family to Greece in 1991, when she was 17 years old. Her family immigrated to Greece because of economic challenges in Albania.</p> <p>In the beginning, they moved to Crete, where Anita's father worked as a farmer. But, as she remembers, the working conditions were not good. So, they moved to Athens, where he started working in construction.</p> <p>Anita was facing enough problems with the language, so her parents chose to send her to a vocational rather than a general school. She started taking lessons in dressmaking and received a scholarship for a college of fashion design.</p> <p>When she got her diploma, she decided to create her own fashion workshop for clothes alterations and repairs.</p> <ul style="list-style-type: none">- Anita considers her business as a social enterprise, as it is eco-friendly. She recycles old textiles in order to design new clothes.



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LEARNING UNIT

Introduction to the Learning Unit	<p>At the end of the teaching unit, you will have been able to learn the following concepts in an introductory way:</p> <ul style="list-style-type: none">• Learn the difference between reusing and recycling, concepts that are often used as synonyms.• Observe and learn about the impact that the fashion sector has on the environment.• Introduce us to the concepts of fast-fashion and slow-fashion.• To differentiate between textile reuse and textile recycling.• To investigate and learn about alternatives such as ethical and sustainable fashion and brands that promote these concepts.
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ACTIVITIES

TITLE	1. RECYCLE vs. REUSING
DESCRIPTION:	Throughout the development of this educational unit you will be introduced to the environmental world, specifically to learn how to correctly differentiate the concepts of recycling and reuse.



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DEVELOPMENT - METHODOLOGY :	<p>DO:</p> <p>Next, you will work on the concepts of reuse and recycling, but before you start we want you to think and reflect on these concepts. That is why we ask you, before starting to read, to tell us what you understand by recycling and reusing, talking about the differences between both processes, and generating your own definition.</p> <p>LEARN:</p> <p>Now that you have thought about your own definition, we want to show you different definitions of the terms:</p> <p>According to the Collins Dictionary:</p> <ul style="list-style-type: none">✓ <i>Reuse</i>: To use something again, either in its previous function or for other purposes.✓ <i>Recycle</i>: 1. to pass (a substance) through a system again for further treatment or use; 2. to reclaim (packaging or products with a limited useful life) for further use; 3. to institute a different cycle of processes or events in (a machine, system, etc); 4. to repeat (a series of operations) <p>Although these definitions are technical and objective, we suggest that you read the following article in order to delve a little deeper into the concepts.</p> <p>https://harmonia.la/activismo/cual_es_la_diferencia_entre_reciclar_y_reutilizar</p> <p>https://www.evolverecycling.com/reuse-vs-recycle.aspx</p> <p>In addition, we leave you another reading that can be interesting to continue deepening in different terms related to recycling.</p> <p>https://www.lasexta.com/noticias/sociedad/diccionario-reciclaje-que-diferencia-reciclar-reutilizar_201907315d41865e0cf2ba8e051c211a.html</p> <p>https://www.epa.gov/recycle/reducing-and-reusing-basics</p>
TIMING/LENGTH (IN MINUTES):	15'
NECESSARY RESOURCES FOR ITS IMPLEMENTATI ON	





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TITLE	From Fast-Fashion to Sustainable Fashion
DESCRIPTION:	In the following activity we have the mission to be able to go deeper into the impact that the fashion sector has on the environment, and to know the alternatives that have emerged in these years in order to counteract this negative impact on the planet.



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DEVELOPMENT

**-
METHODOLOGY
:**

LEARN:

People are increasingly aware of them, but it is still not sufficiently visible that the textile and fashion industry is the second largest waste generator on the planet, and this is due to mass consumerism and ephemeral, fast-consuming fashions. The waste that is generated, the clothes that are not on sale or are out of season, the clothes that you no longer wear but are taking up space in your wardrobe, end up in the dumps, where you only have to wait for years until they decompose. In addition, we have to consider that synthetic fabrics, also made up of plastic fibres, are becoming more and more common, as they release materials and waste even when we wash them, thus polluting water.

On the other hand, we also have to consider the long distances and the transport of goods, which are often manufactured in other countries as a way of lowering production costs, thus increasing the carbon footprint.

The resources spent on manufacturing, dyeing, washing... are excessive. In order to make a pair of jeans, about 7,500 liters of water are spent.

So that you can continue a little more on the impact of fashion on our planet we leave you some items:

<https://www.theguardian.com/fashion/2019/jun/23/five-ways-fashion-damages-the-planet>

<https://www.sustainyourstyle.org/old-environmental-impacts>

<https://www.greenpeace.org/international/publication/6889/toxic-threads-the-big-fashion-stitch-up/>

<https://storage.googleapis.com/planet4-international-stateless/2012/11/317d2d47-toxicthreads01.pdf>

<https://www.eleconomista.es/economia/noticias/10158909/10/19/La-industria-de-la-moda-es-la-segunda-mas-contaminante-del-mundo-confeccionar-unos-vaqueros-gasta-7500-litros-de-agua.html>

<https://www.publico.es/sociedad/industria-textil-vivir-vestir-ropa-destruye-planeta.html>

<https://www.bbc.com/mundo/noticias-39194215>

<https://archivo-es.greenpeace.org/espana/Global/espana/report/contaminacion/detox.pdf>

All this is reflected in the concept of *Fast Fashion*. It is a concept that not only refers to the mass production of low-cost clothes, but also to the attitude and behaviour of people who consume them in an excessive way. Fashions that every two months renew clothes or become outdated. In the following article you will discover more about this phenomenon that generates a fictitious need for mass consumption.

<http://negrowhite.net/fast-fashion-el-fenomeno-de-la-moda-desechable/>



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TIMING/LENGTH (IN MINUTES):	45'
NECESSARY RESOURCES FOR ITS IMPLEMENTATI ON	

QUIZ

1. Reuse and recycling are synonymous
 - a. True
 - b. False
2. Approximately how many liters of water are used to make a pair of jeans?
 - a. 1200
 - b. 8600
 - c. 7500
3. The textile industry is the fourth most polluting industry on the planet, just behind oil, agriculture and technology.
 - a. True
 - b. False
4. Consumers can't do anything about fast fashion
 - a) True.
 - b) False.
5. Slow fashion is a sustainable way of getting clothing
 - a. True
 - b. False

ANSWER KEY

1. Reuse and recycling are synonymous
 - a. True
 - b. **False; to reuse is to reuse something, while to recycle is to subject a used material to a process so that it can be used again**
2. Approximately how many liters of water are used to make one pair of jeans?
 - a. 1200
 - b. 8600



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- c. 7500**
3. The textile industry is the fourth most polluting industry on the planet, just behind oil, agriculture and technology.
- a. Verdadero
 - b. False; it is the second, after oil.**
- 4.
- b) False. We, as consumers, can refuse to buy fast fashion
- 5.
- a. True**

(1)

Difference between reuse and recycling

https://harmonia.la/activismo/cual_es_la_diferencia_entre_reciclar_y_reutilizar

Recycling Dictionary

https://www.lasexta.com/noticias/sociedad/diccionario-reciclaje-que-diferencia-reciclar-reutilizar_201907315d41865e0cf2ba8e051c211a.html

Recycling alone is not the solution

<https://es.greenpeace.org/es/noticias/solo-reciclar-no-es-la-solucion/>

What is fast-fashion

<http://negrowhite.net/fast-fashion-el-fenomeno-de-la-moda-desechable/>

Environmental cost of being trendy

<https://news.un.org/es/story/2019/04/1454161>

Qué es la Slow fashion

<https://www.esme.es/la-tendencia-slow-fashion-o-moda-sostenible/>





OVERVIEW

Unit Number and title	2 - Develop your creativity				
Duration <i>Hours</i>	1 hour				
Learning Outcome	After this unit you will know the concept of creativity, some creativity techniques and how to apply creativity techniques for problem solving.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	X	Self-awareness and self-efficacy	X	Taking the initiative	X
Creativity	X	Motivation and perseverance	X	Planning and management	
Vision		Mobilising resources		Coping with uncertainty, ambiguity and risk	X
Valuing ideas	X	Financial and economic literacy		Working with others	
Ethical and sustainable thinking		Mobilising others		Learning through experience	
Source: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/Ifna27939enn.pdf https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework					
Knowledge			Skills		
<ol style="list-style-type: none"> The concept of creativity Creativity techniques 			<ol style="list-style-type: none"> To be capable of providing solutions to different problems To further develop your own's creativity 		
Assessment criteria	- Knowledge on the concepts studied in this unit				
Qualifications framework <i>Reference to EQF and NVQ</i>	https://ec.europa.eu/ploteus/es/node/1440				
Existing resources	Documents/Articles: https://www.creativeeducationfoundation.org/wp-content/uploads/2015/06/ToolsTechniques-Guide-FINAL-web-watermark.pdf Websites: QUIZ – How creative are you? https://www.mindtools.com/pages/article/creativity-quiz.htm				





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PERSONAL STORY <i>IO1 Connection</i>	<p>Beatrice is 41 years old. She came to Greece from Congo during the Second Congo War as an asylum seeker. Although a peace agreement was signed in 2002, episodes of extreme continued happening in many regions of Congo, in addition to food shortage and diseases outbreaks. Beatrice lost both her parents and her siblings because of that.</p> <p>She moved to Greece 11 years ago. In the beginning, she worked as a hairdresser. However, she was always creating handmade accessories and ethnic jewellery as a hobby. When she got fired from the hair salon, she decided to make her hobby a job. Now she owns a kiosk where she samples and sells her jewelleries.</p> <p>Beatrice is a warm and affectionate woman, a creative jewellery designer and a strong seller.</p> <p><i>Beatrice is considered a war victim. She lost her home and her family due to the war. She transformed that loss into her creativity, designing and selling traditional African jewelleries to women from different continents. She recommends to transform your feelings, both sadness and happiness, into creativity and motivation.</i></p>
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LEARNING UNIT

Introduction to the Learning Unit	<p>At the end of this learning unit you will learn:</p> <ul style="list-style-type: none">• What creativity is• Some creativity techniques• How to apply creativity techniques to solve a problem <p>The learning path will guide you through the different activities related to the topic.</p> <p>ACTIVITIES/TASKS:</p> <ol style="list-style-type: none">1. What is creativity?2. Creativity techniques <p>At the end of this unit you will find a self-assessment quiz with 5 questions that will help you in your learning process. In case you fail one or more questions, you can return back to the training materials and check the contents you need.</p>
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ACTIVITIES

TITLE	M2.A1 WHAT IS CREATIVITY?
DESCRIPTION:	In this activity, you will learn about what creativity is.
DEVELOPMENT - METHODOLOGY :	<p>LEARN:</p> <p>There are several authors who have defined what creativity is. Although there are different definitions, most of them agree on some common traits that define CREATIVITY: flexibility, originality, divergent thinking, new, unknown result, unique...</p> <p>According to the definition from the dictionary, creativity is “the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, methods, interpretations, etc.; originality, progressiveness, or imagination”. Another definition is “the ability to find different solutions for a problem”.</p> <p>View the following video from Sir Ken Robinson: https://www.youtube.com/watch?v=NtnRaa7AgLs</p>
TIMING/LENGTH (IN MINUTES):	6'
NECESSARY RESOURCES FOR ITS IMPLEMENTATI ON	





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TITLE	M2.A2 CREATIVITY TECHNIQUES
DESCRIPTION:	In this activity, we invite you to learn from different creativity techniques, so that you can use them on your own.
DEVELOPMENT - METHODOLOGY :	<p>MIND MAPS</p> <p>1. <i>LEARN</i></p> <p>This tool will help you to express a way of thinking: irradiating thought. The mind map is a graphic technique that allows access to the potential of the brain. Through mind mapping you will be able to explore a problem and to generate different ideas.</p> <p>Please, check on this website how to create a mind map: https://litemind.com/what-is-mind-mapping/. Read also the recommendations provided.</p> <p>2. <i>DO</i></p> <p>Now, create your own mind map and figure out how to solve one of the problems you are facing now that you have decided to start your own company. You can try to address issues such as: searching for funding, finding a location for your company, etc.</p> <p>MORPHOLOGICAL FORCED CONNECTIONS</p> <p>1. <i>LEARN</i></p> <p>This technique is very powerful, as it will help you to think on new possible solutions or approaches.</p> <p>Please, check on this website how to develop Morphological Forced Connections: https://www.mycoted.com/Morphological_Forced_Connections</p> <p>2. <i>DO</i></p> <p>Using the same problem as before (or another one, if you have already solved it!), apply this technique to it. If you do this together with your business partner or some colleagues or friends, the result will be better!</p> <p>SCAMPER</p> <p>1. <i>LEARN</i></p> <p>This technique forces you to find different solutions by asking a list of questions stimulating new ideas.</p> <p>SCAMPER is the acronym of: Substitute, Combine, Adapt, Modify, Put another use, Eliminate and Reverse.</p> <p>Learn more about this technique on the following link: https://www.inloox.com/company/blog/articles/innovation-better-problem-solving-with-the-scamper-method/</p> <p>2. <i>DO</i></p> <p>Using the same problem as before (or another one, if you have already solved it!), apply this technique to it. If you do this together with your business partner or some colleagues or friends, the result will be better!</p> <p>Follow the steps provided in this website: https://www.cleverism.com/idea-generation-problem-solving-using-scamper-technique/</p>



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TIMING/LENGTH (IN MINUTES):	50'
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	<ul style="list-style-type: none">- Mind maps: https://www.neuronilla.com/mapas/- Morphological forced connections: https://www.neuronilla.com/conexiones/- SCAMPER: https://www.neuronilla.com/scamper/

QUIZ

Please, answer the following questions. Only one answer is correct:

Q1. Can I learn to be creative or is it something I was born with?

- a) Yes, I can
- b) No, it is not possible

Q2. Which of the following is not linked to creativity?

- a) Height to weight ratio
- b) Mental illness
- c) Openness to experience
- d) Involvement in creative hobbies

Q3. Mind Mapping is a creativity technique...

- a) resulting in a list of unsolved problems
- b) used in visual thinking to identify different aspects of a problem
- c) that cannot be used in teams

Q4. Which of the following suppresses creativity?

- a) Competition
- b) Motivation
- c) Group diversity
- d) Incubation of ideas

Q5. Dividing the problem in parts and establishing connections between them is known as...

- a) Mind mapping
- b) Morphological Forced Connections
- c) SCAMPER

ANSWER KEY & EXPLANATION

1. Question 1

- a) CORRECT
- b) WRONG. You can learn to be creative. There are many techniques and tools that will help you with this.

2. Question 2

- a) CORRECT



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- b) WRONG. The physical size has nothing to do with creativity.
- c) WRONG. The physical size has nothing to do with creativity.
- d) WRONG. The physical size has nothing to do with creativity.

3. Question 3

- a) WRONG. Mind mapping will help you to identify problems and identify possible solutions.
- b) CORRECT
- c) WRONG. The tool can be used both in teams and individually

4. Question 4

- a) CORRECT
- b) WRONG. Competition is not helpful if you try to be creative.
- c) WRONG. Competition is not helpful if you try to be creative.
- d) WRONG. Competition is not helpful if you try to be creative.

5. Question 5

- a) WRONG. This technique is known as Morphological Forced Connections.
- b) CORRECT
- c) WRONG. This technique is known as Morphological Forced Connections.



OVERVIEW

Unit Number and title	N° 3: COLOURS AND PATTERNS				
Duration <i>Hours</i>	1 hour				
Learning Outcome	After this unit you will know the basics of the colour theory, as well as its relationship with fashion.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities		Self-awareness and self-efficacy		Taking the initiative	X
Creativity	X	Motivation and perseverance		Planning and management	
Vision	X	Mobilising resources	X	Coping with uncertainty, ambiguity and risk	
Valuing ideas		Financial and economic literacy		Working with others	
Ethical and sustainable thinking	X	Mobilising others		Learning through experience	X
Source: https://concepto.de/teoria-del-colour/ https://concepto.de/colour/					
Knowledge			Skills		
1. Learn to identify colours and how to use them for our interest. 2. To know and introduce us to the theory of colour. 3. Focusing more on the fashion sector, discovering what Pantone is, how prints are used and approaching potential customers depending on the area and time of year.			1. Creativity. 2. Critical thinking. 3. Analysis of the reality in which you find yourself. 4. Sustainability		
Assessment criteria	<input checked="" type="checkbox"/> Written exercises and test <input type="checkbox"/> Oral examination and exercises <input type="checkbox"/> Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):				
Qualifications framework <i>Reference to EQF and NVQ</i>					





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Existing resources	<p>The History of colour theory https://mymodernmet.com/basic-colour-theory/</p> <p>How do we see colour? https://www.pantone.com/colour-intelligence/articles/technical/how-do-we-see-colour https://www.livescience.com/32559-why-do-we-see-in-colour.html</p> <p>Colour wheel https://www.canva.com/colours/colour-wheel/</p> <p>Fashion industry and its impact on the planet https://www.businessinsider.com/fast-fashion-environmental-impact-pollution-emissions-waste-water-2019-10</p> <p>How polluting is the fashion industry? https://www.ekoenergy.org/how-polluting-is-the-fashion-industry/</p> <p>Psychological properties of colours http://www.colour-affects.co.uk/psychological-properties-of-colours</p> <p>Colour psychology: Does it affect how you feel? https://www.verywellmind.com/colour-psychology-2795824</p> <p>How to dye fabrics using natural materials https://www.diynatural.com/natural-fabric-dyes/</p> <p>Fabric Stamping https://sewguide.com/fabric-stamping-techniques/</p> <p>Fashion Glossary https://www.zalora.com.hk/fashion-glossary/</p> <p>Fashion Vocabulary https://sewguide.com/fashion-vocabulary/</p> <p>Videos: https://www.youtube.com/watch?v=AvqCkHrcj90 https://www.youtube.com/watch?time_continue=138&v=fuC6EofKmnI&feature=emb_logo (Spanish with English subtitles, It already exists in a link embedded to an article written in Spanish, but I add it here as a video). https://www.youtube.com/watch?v=VGzIDZ-_nZg</p>
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PERSONAL STORY <i>IO1</i> <i>Connection</i>	<p>In Venezuela Alejandra used to work on television as a designer. When one of her friends proposed her to move to Spain, she decided to give it a try. She took a vacation from her work in Venezuela and came to Spain for 3 months. She ended up liking her life there and decided to stay.</p> <p>At first, she was working as a waitress, an office worker, a call centre manager, hence doing jobs that had nothing in common with her career in Venezuela.</p> <p>However, with all of her previous experience as a fashion designer on TV and in her studio, she always wanted to start her on business. She was pursuing this direction for a while, sending her CV to various designers, but due to her irregular status the responses were always negative.</p> <p>When she finally got her work permit and it seemed like everything could start rolling, other areas of her life got complicated.</p> <p>Alejandra knows that the fashion world is very complicated and very closed, so she decided to start small, making clothes for children and teenagers at home, using her own sewing machine. She also teaches sewing classes and workshops.</p> <ul style="list-style-type: none">- She creates her own patterns and loves to use bright, eye-catching colours. However, over time she learned to use and combine all colours.
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LEARNING UNIT

Introduction to the Learning Unit	Students will learn to identify different concepts that are interesting and will provide them with a global and somewhat objective vision for this didactic unit. <ol style="list-style-type: none">1. What is colour?2. Colour theory3. Colour psychology in fashion4. Colour Circle and Pantone5. Dyeing of handmade fabrics6. Prints
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ACTIVITIES

TITLE	For a whole colour and pattern
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DESCRIPTION:	In the next didactic unit, we will go into the world of colours and prints, from a vision as objective as possible, so that we can use it in our search for innovation and adapt it to our business ideas.
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DEVELOPMENT

- METHODOLOGY :

LEARN

WHAT IS COLOUR?

Colour is the property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light.

Colours can be classified as primary colours (cyan, magenta and yellow) or secondary colours (which arise thanks to the combination of the primary ones); for this we leave you with the chromatic circle, considering it as the colour wheel that represents in a graphic, ordered and circular way the colours visible by the human eye according to their shade or tone.

All colours have the following properties:

- Tint: also known as hue, it depends on the wavelengths.
- Saturation: known as colour purity, it has to do with the amount of colour present at the same time.
- Brightness: it depends on the amount of light that has the colour that makes it lighter or darker.

In the following links you can find more information about what colour is and the chromatic circle, which we highly recommend you to read in order to go deeper into the concepts.

https://en.wikipedia.org/wiki/Chromatic_circle

<https://www.sessions.edu/colour-calculator/>

COLOUR THEORY

We consider Colour Theory to be a set of basic rules that govern the mixing of colours to achieve the desired effects and tones. It is a very important principle in graphic design, painting, photography, television...

There is no single theory of colour, but rather a set of approaches to colour and its dynamics.

One of the main inputs of any colour theory is the colour circle we have talked about before.



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TIMING/LENGTH (IN MINUTES):	1 h
NECESSARY RESOURCES FOR ITS IMPLEMENTATI ON	

QUIZ

1. Colours can be classified in... (please, choose the right answer):

- a) Primary and Secondary
- b) Firstly, and Secondly
- c) Both options are right

2. The colour circle is:

- a. A work of art that combines all the colours that people can perceive.
- b. A colour wheel that graphically represents, in an orderly and circular fashion, the colours visible to the human eye according to their hue or shade.
- c. A company that offers colour guides that specify which one will be in fashion during the year.

3. Pantone is a type of colour that can be used to dye the fabrics:

- a) True
- b) False

4. Patterns can be classified in the following ways:

- a) Specific and abstract motifs
- b) Definite and indefinite motifs
- c) Figurative and abstract motifs
- d) All previous answer is correct



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ANSWER KEY

1. A)
2. B)
3. B)
4. C)



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OVERVIEW

Unit Number and title		N° 4: MATERIALS			
Duration <i>Hours</i>		1 hour			
Learning Outcome		After this unit, the learner will know different type of materials they can use for their businesses.			
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	X	Self-awareness and self-efficacy	X	Taking the initiative	X
Creativity	X	Motivation and perseverance		Planning and management	
Vision	X	Mobilising resources	X	Coping with uncertainty, ambiguity and risk	
Valuing ideas		Financial and economic literacy		Working with others	
Ethical and sustainable thinking	X	Mobilising others		Learning through experience	
Knowledge			Skills		
<ul style="list-style-type: none"> • 1. Knowing different types of materials according to their origin, consumption and wear and tear and sustainability. • 2. To investigate a little bit in the concrete materials within an area: sewing 			<ul style="list-style-type: none"> 1. Critical thinking. 2. Creativity. 		
Assessment criteria		<p style="color: blue; margin: 0;">X Written exercises and test</p> <p style="margin: 0;"><input type="checkbox"/> Oral examination and exercises</p> <p style="margin: 0;"><input type="checkbox"/> Practical assignment under supervision</p> <p style="margin: 0;"><input type="checkbox"/> Practical assignment autonomously and responsibly</p> <p style="margin: 0;"><input type="checkbox"/> Other activities (please specify):</p>			
Qualifications framework <i>Reference to EQF and NVQ</i>					
Existing resources		<p style="margin: 0;">https://www.bbcearth.com/blog/?article=six-fashion-materials-that-could-help-save-the-planet</p> <p style="margin: 0;">https://www.zayahworld.com/sustainable-fashion-design-needs-sustainable-materials/</p> <p style="margin: 0;">https://en.wikipedia.org/wiki/Material</p> <p style="margin: 0;">https://c-r-l.com/content-hub/article/sustainable-construction-materials/</p>			





CREATIVE
PRISMA

PERSONAL STORY
IO1 Connection

Mohamed Ahmed Almoctar is also known as Hamada. He is a Nigerien jeweller and jewellery seller. He is member of a cooperative of 140 people in Nigeria, among which 40% are jewellers. There he acts as a treasurer, as well as a jeweller. A part of the profit of the cooperative is redistributed among the members and another part is allocated to social projects and local development projects. As an example, they contributed to the creation of a school and bought a donkey to facilitate the water transportation to a small isolated village.

Hamada is a Tuareg and as such has always been familiar with manufacturing of silver jewellery, which is one of the traditional Tuareg crafts. The cooperative of which he is a member used to sell its products (mostly jewellery, but also other artistic and craftsmanship products such as leather products) to tourists visiting Niger. But with the rise of insecurity in the region and thus the decline of tourism, the cooperative decided to start selling their products directly in Europe. Hamada belongs to the people that participate in that commerce.

Since 2006, when he came to Marseille for the first time to sell the products of the cooperative, he comes to France on a regular basis and stays there for two months (or more if he obtains a longer visa) to sell the products before going back to Niger to produce more items.

Hamada insisted on the positive impact of the possibility of moving regularly between both countries. This way he establishes a positive relationship with his clients, who know which market or craftsmanship fair to attend in order to find him. They also have his contact cards if they wish to make special orders.

It also enables him to spend long periods of time in his home country, close to his family. Moreover, he can't keep working using all the traditional tools and the same raw materials that make his products authentic.

Also, he is very proud of the social actions taken by the cooperative and wants to underline the fact that his activity is not only business oriented.



CREATIVE
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LEARNING UNIT

Introduction to the Learning Unit	<p>At the end of the didactic unit the students will have acquired certain knowledge. It will allow them to go deeper into the wide concept of "the material" and able them to make different classifications according to specific criteria.</p> <p>We will also go deeper into common materials within the fashion sector, with several examples.</p>
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ACTIVITIES

TITLE	1. MATERIALS
DESCRIPTION:	<p>The concept of "material(s)" is something that includes a large number of things.</p> <p>Hence, in this activity our objective is to be able to approach this term in the most objective way by attending to different criteria that will allow us to adjust and classify materials.</p>



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DEVELOPMENT
-
METHODOLOGY
:

LEARN

WHAT IS A MATERIAL?

As explained in the introduction to this unit, the term material is somewhat abstract, due to the large number and variety of objects that can be classified within the material category.

Material is understood as those elements that can be transformed or grouped into a whole. These can be of a tangible, virtual or abstract nature.

The word material has different definitions depending on the context in which it is named. We can find definitions within the field of philosophy, science, chemistry, engineering... even within chess.

The differences and classifications that can be made according to different criteria, is a really immense number. We can do this by looking at the origin, the area in which it is most commonly used (some may be in different areas), consumption and wear and tear, etc.

✓ *According to the origin:*

We can find natural materials, which we understand as those found directly in nature; for example, in this area we can find wood, cotton, coal...

Those that have been obtained from natural materials by means of chemical and physical processes are considered to be artificial materials.

In the following table you can see different properties of the materials.

PROPERTIES OF MATERIALS				
Physicochemical	Mechanical	Technological	Sensory	Ecological
Specific heat Electrical conductivity Thermal conductivity Magnetism Optical properties Specific weight Thermal expansion Freezing point Boiling point Melting point Corrosion resistance Oxidation resistance	Tenacity/Fragility Elasticity/plasticity Hardness Fatigue	Ductility Malleability Resilience Mechanical resistance Solderability Coilability Mechanism Acrimony	Colour Gloss Smell Texture	Recyclability Reusability Toxicity Biodegradability

✓ *Depending on consumption and wear*



CREATIVE
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TIMING/LENGTH (IN MINUTES):	30'
NECESSARY RESOURCES FOR ITS IMPLEMENTATI ON	

TITLE	2. MATERIALS IN THE TEXTILE SECTOR
DESCRIPTION:	In this activity, we will briefly go into the materials that are usually used in the textile sector, as an example of an area of work.





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<p>DEVELOPMENT - METHODOLOGY :</p>	<p>LEARN</p> <p>MATERIALS IN THE TEXTILE SECTOR</p> <p>In the sewing and fashion sector we have a wide variety of materials, all of which are necessary for professional work.</p> <p>First of all, we want to refer to those that we could consider of continuous use, and that, although they are fungible in their great majority, they can be used in more than one occasion and their wear is not as fast as others:</p> <table data-bbox="488 685 1187 833"><tr><td>Fabric Scissors</td><td>Plates</td></tr><tr><td>Pins</td><td>Sewing machines</td></tr><tr><td>Buttonhole openers</td><td>Needles</td></tr><tr><td>Measuring tape</td><td>Rules</td></tr><tr><td>Soaps</td><td></td></tr></table> <p>On the other hand, to be able to make the different articles, garments and products requires material that, although it can be reused to a great extent, has a higher wear and tear than the one mentioned above. In this case we are talking about the fabrics, beads and threads used for the actual manufacturing.</p> <ul style="list-style-type: none">✓ <u>Fabrics</u>: we can find a great variety of fabrics in this sense manufactured with different materials and following specific processes. We can find organic fabrics, considered as ecological fabrics, which above all are characterized by their purity and sustainability in their manufacture and components (cotton, linen, hemp...); or synthetic fabrics considered as such those that try to imitate natural fibres, but avoiding their disadvantages, at the expense of a deterioration of the environment (polyester, polyamide, acrylic, nylon...), usually mixed with natural fibres. <p>We take this opportunity to remind you of the alternatives within the fashion sector for recycling and reusing materials that are in good condition, transforming garments into other items (jeans and shirts into skirts, skirts into backpacks, etc.). Stop by the Recycling and Reuse teaching unit to refresh the concepts.</p> <ul style="list-style-type: none">✓ <u>Threads</u>: We also have a great variety of thread types (polyester, cotton, silk, twine, elastic...), depending on the use we want to give them or the fabrics we are going to sew with them. For example, we have the basting thread which is a cotton thread that breaks easily and serves to fix the fabrics before sewing them with the machine. <p>DO:</p> <p>Now we would like to propose that you investigate the materials that are most used in one of the following sectors, and that you check if the reusable or recycled material is chosen: construction, automobiles, hotel business, office work.</p>	Fabric Scissors	Plates	Pins	Sewing machines	Buttonhole openers	Needles	Measuring tape	Rules	Soaps	
Fabric Scissors	Plates										
Pins	Sewing machines										
Buttonhole openers	Needles										
Measuring tape	Rules										
Soaps											



CREATIVE
PRISMA

TIMING/LENGTH (IN MINUTES):	30'
NECESSARY RESOURCES FOR ITS IMPLEMENTATI ON	

QUIZ

1. The word material has a lot of definitions, but which one did we start this unit with?
 - a. Set of machines, tools or objects of any kind, necessary for the performance of a service or the exercise of a profession.
 - b. Materials are those products that result from interaction and different physical-chemical reactions.
 - c. Those elements that can be transformed or grouped in a set. These can have a tangible, virtual or abstract nature.
2. Materials can be classified according to different criteria.
 - a. Based on the origin of the material itself.
 - b. Depending on consumption and wear.
 - c. Both can be correct, in addition to the area to which they belong.
3. Consumables are things that, if used correctly, will deteriorate, wear out or destroy.
 - a. True
 - b. False
4. In the textile sector we can find fungible and non-fungible materials. Which category would fabrics and threads fall into?
 - a. Fungibles
 - b. Non-fungible
5. Nylon is a type of fabric...



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- a. Of natural fibres
- b. Of synthetic fibres
- c. A mixture of both.

ANSWER KEY

QUESTION	CORRECT ANSWER
1	C
2	C
3	B
4	A
5	B



Unit of learning <i>Number and title</i>	Social networks, fashion and creation				
Duration <i>Hours</i>	1 hour				
Learning outcome Number and title	At the end of this Unit the learners will have the basic knowledge to use efficiently social media especially in the Creative sector.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	X	Self-awareness and self-efficacy		Taking the initiative	X
Creativity	X	Motivation and perseverance	X	Planning and management	
Vision		Mobilising resources		Coping with uncertainty, ambiguity and risk	X
Valuing ideas	X	Financial and economic literacy		Working with others	
Ethical and sustainable thinking		Mobilising others		Learning through experience	X
Source: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/fna27939enn.pdf https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework					
Knowledge			Skills		
1. The concept of social media in the Fashion Industry & creation 2. The different uses of social networks			1.How to promote your product on social networks 2.A solution to improve your creativity		
Assessment methods <i>(Click appropriate box/s)</i>	<ul style="list-style-type: none"> c Written exercises and test c Practical assignment autonomously and responsibly c Quiz 				
Assessment criteria <i>Description and timing</i>	Knowledge on the concepts studied on the unit				
Qualifications framework <i>Reference to EQF and NVQ</i>	https://ec.europa.eu/ploteus/es/node/1440				
Existing resources	Documents/Articles: https://www.researchgate.net/publication/275714886_The_Impact_of_Social_Media_on_Fashion_Industry_Empirical_Investigation_from_Karachiites https://thefashionnetwork.com/social-media-in-the-fashion-industry/				

	<p>https://www.forbes.com/sites/brookerobertsislam/2020/01/07/is-digitisation-the-saviour-of-the-fashion-industry-i-ask-a-cto-who-knows/#57fc63627e7a</p> <p>Websites: https://thefashionnetwork.com/why-you-need-networking-to-succeed-in-fashion/</p> <p>Videos and tutorials: https://www.youtube.com/watch?v=ICNKvtKcYLw (Can be a good introduction – highlights the importance of Fashion in our lives, and how internet has a revolutionary impact > start the module with a discussion)</p>						
<p>Personal story</p>	<p>-Montse Torres (p.20-22): Worked in the fashion industry. Currently she is making patterns to order in Spain.</p> <p>She doesn't advertise her products for now, but when her line will launch, she will do it on her own. In order to build her online presence, she plans to build a website, her business' Instagram, Pinterest and maybe Facebook. She does some brainstorming and creates mood board, using Pinterest and other media to get a clear idea of what she is looking for. She is planning to sell the clothes from her future line also on Etsy.</p> <p>Ø Need to acquire social networks skill, web marketing and about e-commerce</p>						
<p>Activities</p>	<table border="1"> <tr> <td data-bbox="421 925 895 1133"> <p>TITLE</p> </td> <td data-bbox="895 925 1369 1133"> <p>A1. What are social networks? How can it improve your creativity?</p> </td> </tr> <tr> <td data-bbox="421 1133 895 1290"> <p>DESCRIPTION:</p> </td> <td data-bbox="895 1133 1369 1290"> <p>In this activity, you will learn what social networks are and the link with the Fashion Industry and creativity.</p> </td> </tr> <tr> <td data-bbox="421 1290 895 2020"> <p>DEVELOPMENT/METHODOLOGY:</p> </td> <td data-bbox="895 1290 1369 2020"> <p>1. LEARN:</p> <p>There are several authors who have defined what are social networks and their impact on industry. In this activity, we will focus on their impact on the Fashion Industry and your creativity.</p> <p>Social networks can be defined such as websites or applications which help users to communicate with each other by posting information, comments, messages, images, etc. Often, people with similar interests are connected through the same networks.</p> <p>Social networks are also seen as the future for fashion branding, because it leads to fundamental changes in consumption. The Internet is now essential to help people decide to buy or not</p> </td> </tr> </table>	<p>TITLE</p>	<p>A1. What are social networks? How can it improve your creativity?</p>	<p>DESCRIPTION:</p>	<p>In this activity, you will learn what social networks are and the link with the Fashion Industry and creativity.</p>	<p>DEVELOPMENT/METHODOLOGY:</p>	<p>1. LEARN:</p> <p>There are several authors who have defined what are social networks and their impact on industry. In this activity, we will focus on their impact on the Fashion Industry and your creativity.</p> <p>Social networks can be defined such as websites or applications which help users to communicate with each other by posting information, comments, messages, images, etc. Often, people with similar interests are connected through the same networks.</p> <p>Social networks are also seen as the future for fashion branding, because it leads to fundamental changes in consumption. The Internet is now essential to help people decide to buy or not</p>
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		<p>buy or not.</p> <p>It is also a way to develop your creativity, thanks to the multiplicity of contents, photos, from which the artist or designer can get inspire.</p> <p><u>Link with the Fashion Industry:</u> Thanks to social networks you will be able to:</p> <ul style="list-style-type: none"> - Have a community, to create an audience... - Evaluate the competition from other brands -Create link between your brand and customers -Meet demand and expectation of future audience <p><u>View the following video (3:28):</u></p> <p>https://www.youtube.com/watch?v=TwHoOdk5zJo</p> <p>https://www.youtube.com/watch?v=LgRSjAi7SVM</p>
	TIMING/LENGTH (IN MINUTES):	10'
	NECESSARY RESOURCES FOR ITS IMPLEMENTATION	Laptop, smartphone, tablet with internet connection.
TITLE		A2. How to use social networks: using social networks to promote
DESCRIPTION:		<p>In this activity, you will learn the different uses of social networks, and how to promote a product thanks to them.</p> <p>We will focus on how to create quality content, to enhance the diffusion of a product.</p>
DEVELOPMENT/METHODOLOGY:		<p>INSTAGRAM:</p> <p>1. LEARN: It's a way to understand meet the demand of a potential costumer. <i>According to a survey by the English NGO Hubbub, 79% of 1,000 young people between the ages of 18 and 25 admitted to having been influenced by social networks for their style led by</i></p>

networks for their style, led by Instagram (55%)

The story of Sezane, a French brand:

The young entrepreneur, Morgane Sézalory, started by selling her sister's vintage clothes, customized by her on eBay. These clothes were sold so fast that in 2007, the young woman opened her first e-shop for vintage clothing.

The brand is thus its own media, with a real web identity, marked by a constant presence on the social networks. Sezane has its own universe, with a refined style, products made in France. For Morgane Sézalory, Instagram is a perfect communication tool, since it is directly her clients who comment, like or share her publications. She establishes a direct link with them.

Instagram has recently installed various functionalities allowing users to facilitate the purchase, such as displaying the price of a piece of clothing on a photo, or direct redirection to the e-shop.

Through this example, we understand the importance of Instagram and social networks because it's a new way to promote a product.

How?

By creating quality content through a variety of applications. It is important to know how to manage your account, take photos to promote your product, etc.

Really helping apps:

Snapseed: it allows for both simple and creative retouching

Color Pop Effects: makes it easy to carry out precise colourisation and to use different filters

InShot: allows you to create image collages and work with videos.

You can download those apps on Google Play and Apple Store.

		<p>2. DO:</p> <p>Now it's your turn to produce your own campaign to promote your product.</p> <p>To make your photo, follow the steps mentioned in the link below, and use the applications mentioned:</p> <p>https://sproutsocial.com/insights/how-to-take-good-instagram-photos/</p> <p>For more details: link on NECESSARY RESSOURCES</p> <p>You have 30 minutes to take your picture. Don't forget to unify your pictures for a successful Instagram account.</p> <p>Post in online get feedbacks! If the results don't reach your expectations give it another try.</p>
	TIMING/LENGTH (IN MINUTES):	50'
	NECESSARY RESOURCES FOR ITS IMPLEMENTATION	<p>https://later.com/blog/how-to-take-good-instagram-photo-with-your-phone/</p> <p>https://www.youtube.com/watch?v=VHfyaRuOUm8&feature=emb_title</p>

QUIZ

Between 4-5 questions (multiple choice answers).

1-What is the best definition of “social networks”? (correct answer a)

- a) Social networks can be defined such as websites or applications which enable users to communicate with each other by posting information, comments, messages, images, etc.
- b) Social media can be defined such as a government policy to help people in need.

2- One of the following answers is not a possibility offers by Social media:

(correct answer b)

- a) To have a community
- b) To open shop
- c) To create an audience
- d) To create a link between your brand and costumers

3- What percentage of young people are influenced by social networks? (correct answer a)

- a) 79 %
- b) 95%
- c) 43%
- d) 15%

4- One of the following answers is not a step on how to take a good Instagram picture. (correct answer c)

- a) Understand light
- b) Add layers to create interest
- c) Use dark space
- d) Mix up your angles

Unit of learning <i>Number and title</i>	Networking, fashion and creation
Duration <i>Hours</i>	1 hour
Learning outcome Number and title	At the end of this Unit, the learner will master the basic networking tips and have the chance to broaden his/her network.

Entrepreneurial competences

IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	X	Self-awareness and self-efficacy	X	Taking the initiative	X
Creativity		Motivation and perseverance		Planning and management	
Vision		Mobilising resources		Coping with uncertainty, ambiguity and risk	
Valuing ideas	X	Financial and economic literacy		Working with others	X
Ethical and sustainable thinking		Mobilising others	X	Learning through experience	X

Source: <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/fna27939enn.pdf>
<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

Knowledge	Skills
1. The importance of networking in the Fashion Industry & creation 2. How to network in Fashion industry and creation	1.A boost for your creativity 2.Surround yourself with the best to improve your efficiency

Assessment methods <i>(Click appropriate box/s)</i>	<ul style="list-style-type: none"> c c Written exercises and test c Practical assignment autonomously and responsibly c Quiz
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Assessment criteria <i>Description and timing</i>	Knowledge on the concepts studied on the unit
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Qualifications framework <i>Reference to EQF and NVQ</i>	https://ec.europa.eu/ploteus/es/node/1440
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Existing resources	Documents/Articles: https://hal.inria.fr/hal-01055983/document Websites: https://thefashionnetwork.com/why-you-need-networking-to-succeed-in-fashion/
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	Videos and tutorials: https://www.youtube.com/watch?v=K36uZgYEBOU (A bit long 11min - but can be interesting as a testimonial from an important person in the fashion industry)							
Personal story	<p>- Mia Pailodze (p.44-46): was born in Abkhazia, then came to Italy, where she applied to Accademia di Belle Arti in Palermo to study fashion. In 2016 her aunt told her about a competition for young designers in Georgia. Her first collection SicilyAMO was a big success, articles about it were published in Vogue Russia, Officiel Ukraine etc. This is how her brand was created.</p> <p>Mia says that her connection to Italy helps her to be more successful on Georgian market. She mostly finds her customers via Internet, social media and fashion weeks. Fashion week is always a great advertising for a designer. She also plans to work with bloggers in the nearest future but is still planning all the details. "If I will gift a blogger with a jacket and after she wears it, I will receive 10 orders for the same jacket, I need to be ready to provide them".</p> <p>> This story can promote the importance of social networks & networking in Fashion Industry.</p>							
Activities	<table border="1" data-bbox="424 792 1369 2033"> <tr> <td data-bbox="424 792 895 898"> TITLE </td> <td data-bbox="895 792 1369 898"> A1. What is networking? How to network in the Fashion Industry? </td> </tr> <tr> <td data-bbox="424 898 895 1025"> DESCRIPTION: </td> <td data-bbox="895 898 1369 1025"> In this activity, you will learn what social networking is, and how to network. </td> </tr> <tr> <td data-bbox="424 1025 895 2033"> DEVELOPMENT/METHODOLOGY: </td> <td data-bbox="895 1025 1369 2033"> <p>1. LEARN:</p> <p>Networking can be understood as an exchange of information and ideas among people with a common profession or special interest. Meeting professionals is an opportunity to develop your activity.</p> <p>Through this course, we will focus on what is networking, and how to do it in the Fashion Industry. Networking is used by professionals to expand their business circle, to find out about job opportunities in their fields, and to increase their awareness of news and trends in the Fashion sector or in the greater world.</p> <p>A report gathering 600 marketing, public relations and communication professionals in the fashion, luxury and cosmetics industries in Europe and the United States, as well as 200 influencers, concluded that 78% of companies have implemented a marketing campaign involving influencers in 2017.</p> <p>Thanks to networking, you will be</p> </td> </tr> </table>		TITLE	A1. What is networking? How to network in the Fashion Industry?	DESCRIPTION:	In this activity, you will learn what social networking is, and how to network.	DEVELOPMENT/METHODOLOGY:	<p>1. LEARN:</p> <p>Networking can be understood as an exchange of information and ideas among people with a common profession or special interest. Meeting professionals is an opportunity to develop your activity.</p> <p>Through this course, we will focus on what is networking, and how to do it in the Fashion Industry. Networking is used by professionals to expand their business circle, to find out about job opportunities in their fields, and to increase their awareness of news and trends in the Fashion sector or in the greater world.</p> <p>A report gathering 600 marketing, public relations and communication professionals in the fashion, luxury and cosmetics industries in Europe and the United States, as well as 200 influencers, concluded that 78% of companies have implemented a marketing campaign involving influencers in 2017.</p> <p>Thanks to networking, you will be</p>
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		<p>Thanks to networking you will be able to:</p> <ul style="list-style-type: none"> -Meet potential partners, suppliers and influencers who will help you develop your brand. -Surround yourself with the best to enhance the value of your product <p>Networking is necessary and can be learnt. Here is 10 DOS & DON'TS on how to network in the Fashion Industry: https://fashionista.com/2013/07/10-dos-donts-on-how-to-network-in-fashion-straight-from-the-pros</p> <p>Networking is possible even when you are not used to it. Watch this video to learn how to network even if you've never done it before.</p> <p>View the following video (12'): https://www.youtube.com/watch?v=Cj98mr_wUA0</p> <p>2. TO DO: Now it's your turn to convince people and present yourself in an innovative way.</p> <p>You have 60 seconds to introduce yourself and your activity so that the person remembers you. Here are some guidelines to help you prepare your presentation:</p> <p>https://www.youtube.com/watch?v=Lb0Yz_5ZYzl (6')</p>
	TIMING/LENGTH (IN MINUTES):	25'
	NECESSARY RESOURCES FOR ITS IMPLEMENTATION	https://www.welcometothejungle.com/fr/articles/networker-mode-luxe https://blog.hubspot.com/marketing/perfect-business-pitch-shark-tank
	TITLE	A2. Networking to boost your creativity and efficiency
	DESCRIPTION:	<p>In this activity, you will learn how to target needs, and work as a team through networking.</p> <p>We will focus on why working</p>

		<p>We will focus on why working with your partners, and networking, stimulates creativity and production.</p>
	<p>DEVELOPMENT/METHODOLOGY:</p>	<p>1. LEARN: In order to be successful in networking, it is essential to <i>"correctly target the people you want to get in touch with"</i>, says Margaux Cosnier, a co-incubation director. <i>"There are no rules to absolutely follow, you have to know what the purpose of your networking is. One you are sure about it, you will target the channels better"</i></p> <p>In the fashion industry, the main targets remain potential influencers, suppliers and financiers. You have to know how to defend, convince and present your project but also how to work with these potential partners to boost your creativity and efficiency.</p> <p>Networking is not only an effort to build up your contacts from nothing, to gain more business opportunities. It is also a way to help you to improve your <u>productivity</u> and creative thinking potential. Indeed, you can receive feedbacks, advices, and technical help from others. Cooperation might be the key to a successful activity.</p> <p><u>3 tips</u> to improve your creativity thanks to networking:</p> <p>1. Call a former colleague: Some studies show that entrepreneurs launching new businesses—those whose ideas came primarily from weak ties—were more innovative and then those whose business ideas came from strong ties like close friends or family.</p> <p>2. “Think out of the box”: A series of studies carried out by Bukus has shown that company managers who discussed company issues with people from outside the</p>

		<p>with people from outside the structure were much more likely to have valuable ideas for improvement.</p> <p>3. Shake up your teams, in this case work with new people. Indeed, shaking up teams and creating new ones minimizes the misunderstanding between groups.</p> <p>To learn more about: https://www.psychologytoday.com/us/blog/adventures-in-divergent-thinking/201901/creativity-and-your-network</p> <p>2. DO: Now it's your turn to boost your creativity thanks to networking.</p> <p>You are now convinced that networking is essential, especially in the Fashion Industry. Now you need to practice networking. <i>How?</i> Go to event, seminars about Fashion.</p> <ul style="list-style-type: none"> - Target the people you want to get in touch with, according to your need. - Set a goal of partners to contact - Use the techniques presented to contact partners - Meet them, talk to them about your activity - Make a feedback on how to approach these partners
	TIMING/LENGTH (IN MINUTES):	35'
	NECESSARY RESOURCES FOR ITS IMPLEMENTATION	https://www.forbes.com/2010/11/18/boost-your-organizations-creativity-james-kelly-cmo-network.html#5dfcbbd64b96 https://www.youtube.com/watch?v=hhuoBChCTDU

QUIZ

Between 4-5 questions (multiple choice answers).

1- What is the percentage of companies that have implemented a marketing campaign involving influencers in 2017? (correct answer b)

- a) 54%
- b) 78%
- c) 13%
- d) 24%

2- Is it the right definition of networking: (correct answer Yes)
Networking can be understood as an exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting.

- a) Yes
- b) No

3- What are the 3 tips that you have learnt in order to improve your creativity thanks to networking? Choose the right answer (correct answer a)

- a) Call a former colleague; "Think out of the box"; Shake up your teams.
- b) Call a former colleague, don't change processes, Keep the same teams

4- Which of the following answer includes a Dos and a Don't, on how to network in fashion according to the article you have read? (correct answer a)

- a) Do network with your peers/ Don't always expect a reply
- b) Do network with your peers/ Don't wait for a reply, insist!
- c) Do network with your peers/ Don't answer to other
- d) Do network with your peers/ Don't hesitate to harass people online

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OVERVIEW

Unit Number and title	N° 7: Second Hand Shops				
Duration <i>Hours</i>	1 hour				
Learning Outcome	At the end of this unit the learner will be able to know the key points of second-hand shops, as well as some apps to start their online second-hand shop.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	X	Self-awareness and self-efficacy		Taking the initiative	
Creativity		Motivation and perseverance		Planning and management	
Vision	X	Mobilising resources	X	Coping with uncertainty, ambiguity and risk	
Valuing ideas	X	Financial and economic literacy		Working with others	X
Ethical and sustainable thinking	X	Mobilising others	X	Learning through experience	
Knowledge			Skills		
1. Knowing consumption alternatives that bet on sustainability. 2. To generate critical thinking about the obsolescence of certain products.			1. Creativity. 2. Responsible and sustainable consumption. 3. Reuse of materials. 4. Critical thinking.		
Assessment criteria	X Written exercises and test c Oral examination and exercises c Practical assignment under supervision c Practical assignment autonomously and responsibly c Other activities (please specify):				
Qualifications framework <i>Reference to EQF and NVQ</i>					
Existing resources	https://smallbiztrends.com/2016/07/open-a-second-hand-shop.html https://missmillmag.com/buying-things-second-hand/ https://www.lifehack.org/articles/lifestyle/20-amazing-benefits-thrift-shopping-you-probably-never-expected.html https://myworkfromhomemoney.com/start-thrift-store-online/ https://medium.com/@sherildsouza186/what-are-the-environment-benefits-of-buying-pre-owned-clothes-2dc21f4e88b9 https://luxsecondchance.com/blogs/fashion-news/sustainability-just-a-trend-or-the-new-way-to-shop				
PERSONAL STORY <i>IO1 Connection</i>	Maria was born in Albania in 1984. Both of her parents were unemployed for a long time period, and Maria remembers that they were not able to afford the basic school equipment for her. They were forced to emigrate				





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	<p>from Albania to Athens in 1993.</p> <p>When they entered Greece, Maria's family experienced a lot of xenophobia, from both Greek authorities and ordinary people. They had numerous issues with their immigration documents as well. Maria and her parents were atheist, but had to be baptized in the Greek Orthodox church in order to change their names and become a part of the Greek community.</p> <p>After graduating from high school, Maria started taking art lessons and specialized in drawing and painting. After the end of her studies, she decided to do something innovative and eco-friendly, but relevant to her studies.</p> <p>Maria uses acrylic paint to revitalize old shoes. Currently, she has a small workshop, where she draws and paints on used shoes, turning them into the works of art.</p> <p style="text-align: center;">- <i>Maria works entirely on recycling and reuses canvas second-hand shoes by repairing, painting and decorating them.</i></p>
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LEARNING UNIT

Introduction to the Learning Unit	<p>"As sustainable fashion becomes a necessity as well as a trend, shoppers are looking for new ways to fill their wardrobes"</p> <p>The second-hand shop is the answer to boost the Industry world in an Eco-friendly way!</p> <p>Buying second-hand things is not good just for your wallet but as well for the planet which make it a wise strategy to follow.</p>
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ACTIVITIES

TITLE	1. FIRST HAND IS OVERVALUED
DESCRIPTION:	In the next activity we can learn a little more about background of first-hand and second-hand shops.
DEVELOPMENT - METHODOLOGY :	<p style="color: #e67e22;"><i>Are you a second-hand shop customer? Did you ever give it a try?</i></p> <p>DO:</p>



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	<p>-Think about the possible advantages and disadvantages of acquiring items from second-hand stores.</p> <p>-Write down 1 advantage and 1 disadvantage you thought about.</p> <p>LEARN:</p> <p>FIRST HAND IS OVERVALUED</p> <p>Everything that has had one or more previous owners is considered second hand, but this does not mean anything about the state it is in. It is quite common to "inherit" clothes from older brothers or sisters, or relatives, a house, a vehicle... on many occasions this is done without the need for economic mediation. On other occasions, this can be done through the exchange of money in an informal way (through flea markets, garage sales, bazaars) or through shops dedicated to the sale of second-hand products or auctions. The sale of these products is done by assessing the initial sale price with a discount, which depends on the state, the hands it has gone through and the type of article it is.</p> <p>The origin of second-hand shops comes from the intention of different people to transform the industry, concerned with generating a less harmful impact on the environment. It was a movement often followed by minority groups.</p> <p>DO:</p> <p>-Think of the social value of second-hand items in your culture and in this country, where you are in now. Write down the common points and the main differences?</p>
TIMING/LENGTH (IN MINUTES):	15'
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	

TITLE	2. RISE OF SECOND-HAND SHOPS
DESCRIPTION:	In the next activity we can learn a little more about the world of second-hand shops.
DEVELOPMENT - METHODOLOGY :	LEARN: RISE OF SECOND-HAND SHOPS



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**BUY SECOND HAND
CLOTHES, SAVE THE PLANET**

Did you know that...

 It takes 2,642 gallons of water to make ONE pair of jeans?

 Cotton is the **most pesticide-intensive crop in the world?** Extensive pesticide usage can harm soil or make it toxic.

 The environmental impact of a household's clothing is equivalent to the carbon emissions from driving an average car for 6,000 miles a year?

#BuySecondHand

 Rethink
waste
A Public Agency

The boom in second-hand shops at this time is due to the growing climate awareness in many people, and also due to the various economic crises in the world.

In fact, thanks in part to second-hand shops, vintage culture has experienced an increase in terms of people following it, as it is very easy to find products from other times in these shops.

While a few years ago, second-hand shops were considered an option aimed at people with low economic resources, they are now an alternative for lovers of other times, for people who move within the vintage culture or people who are looking for an alternative to the culture of mass and immediate consumerism offered by brands and shops.

"Dressing voluntarily second hand suggests distinction, cultural and economic. It satisfies the desire to be different, to get away from the typical consumer and invest time in cultivating originality without the need to use the class or privilege of money", states Le Zotte.

We invite you to read this important article:

Reduce/Re-use/Re-sale: <https://luxsecondchance.com/blogs/fashion-news/sustainability-just-a-trend-or-the-new-way-to-shop>

-watch this video to get some ideas about second-hand shops: https://www.youtube.com/watch?v=eMSTzU8Tu_8 (5'05 minutes)



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	<p>DO:</p> <ul style="list-style-type: none"> -Write down a piece of furniture or clothes you consider to re-sale. -What will you do with its money?
TIMING/LENGTH (IN MINUTES):	30'
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	<p>https://medium.com/@sherildsouza186/what-are-the-environment-benefits-of-buying-pre-owned-clothes-2dc21f4e88b9 https://missmillmag.com/buying-things-second-hand/</p>

TITLE	3. TYPES OF SECOND-HAND SHOPS
DESCRIPTION:	In the next activity we can learn a little more about the most common types of second-hand shops.
DEVELOPMENT - METHODOLOGY :	<p>LEARN:</p> <p>TYPES OF SECOND-HAND SHOPS</p> <p>We currently have a wide variety of second-hand items for sale: house, cars, furniture, clothes, books, etc. and these can be viewed on different platforms, and in different categories.</p> <p>On the one hand, we can categorize them by those for sale online, where platforms such as Wallapop, have made a name for themselves in the sale of used products in good condition, and in this case, we can also find within them, different categories that allow you to narrow the search for products due to the great variety we can find in them. You can find some other examples here: https://www.fleamarketinsiders.com/5-best-apps-for-second-hand-trade-in-europe/</p> <p>But on the other hand, we continue to have at our disposal physical stores to which we can go to see without screens the products we are looking for. In this case we can find them both by specific categories (clothing stores, book stores, decorative items, electronics, cars...) and by stores that bring together different products from different categories such as the ones shown in the previous video.</p> <p>TIP: In order to start your own second-hand shop, you can find help in the municipality where you want to establish your shop in order to know how you can accept donations. Also, consider that it is very important to treat your customers fairly. They will remember this and they will very likely return to the shop again.</p> <p>To start your business, visit the link below:</p> <p>https://smallbiztrends.com/2016/07/open-a-second-hand-shop.html</p>



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	<p>DO:</p> <p>o out on the street and look for second-hand shops. Learn about their story, what they sell, which type of clients they have and how they advertise their store.</p> <p>-Next time you buy a new outfit, consider your local thrift shop.</p>
TIMING/LENGTH (IN MINUTES):	15'
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	

QUIZ

1. What are people looking for in the thrift store alternative?
 - a. Products with a cheaper and more affordable price.
 - b. Generate less impact on the environment by reusing items.
 - c. A vintage style.
 - d. All can be correct.

2. Is it possible to have an online second-hand store?
 - a. Yes
 - b. No

3. How are usually priced the second-hand items?
 - a. Depending on its state of preservation
 - b. Based on who have used them
 - c. Based on a discount from the original price
 - d. All previous answers are correct

4. Vintage fashion has been generated thanks to the boom in second-hand shops. Please, select the correct answer:



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- a. True
- b. False

ANSWER KEY

1. What are people looking for in the thrift store alternative?

- a. Products with a cheaper and more affordable price.
- b. Generate less impact on the environment by reusing items.
- c. A vintage style.
- d. **All can be correct.**

2. It lists different types of second-hand shops depending on the products they sell.

a. **Yes**

b. No

3. d.

4. Vintage fashion has been generated thanks to the boom in second-hand shops. Please, select the correct answer:

a. **True**

b. False





OVERVIEW

Module Unit <i>Number and title</i>	Ethics in fashion & copyright				
Duration <i>Hours</i>	1 hour				
Learning outcome	By the end of this unit learners will be able to recognise the main issues of Ethical Fashion and will be aware about copyright protection on fashion design.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities		Self-awareness and self-efficacy	×	Taking the initiative	
Creativity		Motivation and perseverance		Planning and management	
Vision	×	Mobilising resources		Coping with uncertainty, ambiguity and risk	
Valuing ideas	×	Financial and economic literacy		Working with others	
Ethical and sustainable thinking	×	Mobilising others	×	Learning through experience	×
Source: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework					
Knowledge			Skills		
<ol style="list-style-type: none"> 1. What is Ethical Fashion? 2. The top 5 issues about Ethical Fashion. 3. Copyright protection on fashion design. 			<ol style="list-style-type: none"> 1. Being conscious about buying clothes in moderation (decision making). 2. Making responsible choices on fashion design (concision). 3. Support fashion that is sustainable and purchase from designers that follow ethical fashion (responsibility). 		
Assessment methods <i>(Click appropriate box/s)</i>	X Written exercises and test Oral examination and exercises Practical assignment under supervision Practical assignment autonomously and responsibly Other activities (please specify):				
Assessment criteria	The answers to the Quiz at the end of the unit.				





<p>Qualifications framework Reference to EQF and NVQ</p>	<p>https://ec.europa.eu/ploteus/es/node/1440</p>
<p>Existing resources</p>	<p>Documents/Articles: Websites: Extra material, articles: "Slow fashion, Ethical fashion" https://impakter.com/slow-fashion-ethical-fashion/ "5 tips for shopping smarter" https://truecostmovie.com/learn-more/buying-better/ "Building the future of sustainable fashion" https://www.innovationintextiles.com/building-the-future-of-sustainable-fashion/ Copyrights in the Fashion Industry - Tips for Protecting Designs https://www.lexisnexis.com/lexis-practice-advisor/the-journal/b/lpa/posts/copyrights-in-the-fashion-industry-tips-for-protecting-designs</p> <p>Videos and tutorials: Insight: Ethical Fashion by TRT World https://www.youtube.com/watch?v=eGYH52zLDO8</p>
<p>Personal story (IO1 Connection)</p>	<p>Nadia Ammour (p.6-8) is an Algerian woman who, together with her two sisters, created a singing trio called "Tighri Uzar" ("Voice of the Roots") on October 17, 2009. Singing since childhood and being able to communicate in several languages, they perform traditional Kabyle songs. 10 years ago, after her graduation from Ecole Nationale d'Administration (ENA), where she studied human resources and then sociology, Mrs. Ammour decided to create her band.</p> <p>From the very beginning the band members received a lot of help from their manager Fatma, who promoted the band, found the concerts you could've sung at and also organised their first meeting with leading figures in Kabyle music. Nadia feels like it's very important for her to explain their songs to the public, as they are full of symbolism and hidden meanings. Currently the band has 15-20 concerts per year. Nadia's message says: <i>"When you settle in a city, you must find out about all the cultural institutions that exist there and about their ethics and values. Do you have the same values? Sometimes your art might not fit somewhere everyone politically and ethically. This is a very important issue."</i></p> <p>Thanks to this Unit Nadia will learn more about Ethics in fashion.</p>





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TRAINING MODULE

ACTIVITIES

TITLE	A1. Knowing about Ethical Fashion
DESCRIPTION:	In this activity you will learn about Ethical Fashion (what it is, why it is needed and some issues around it).
DEVELOPMENT - METHODOLOGY:	<p>Make a mind map about Ethical Fashion. Take 5 minutes to expand whatever you know about this term.</p> <p>LEARN</p> <p>Ethical fashion has no easy definition. However, there are various definitions of this term by blogs, experts, brands and consumers. One of the first papers debating “ethical fashion” was published in 2002 and little evidence of the expression is found before the beginning of the century. In general, it is a phrase only used in recent history even though some of its practices date far back.</p> <p>Here are some definitions:</p> <ul style="list-style-type: none">• Ethical Fashion is an umbrella term to describe ethical fashion design, production, retail, and purchasing. It covers a range of issues such as working conditions, exploitation, fair trade, sustainable production, the environment, and animal welfare. (Victoria and Albert Museum)• ‘Ethical’ fashion refers to garments that have been produced in an environment that is conscious and engaged in the many social issues the fashion industry affects. (Study 34)• Although there can’t be a unanimous definition of anything “ethical”, since such evaluation depends on a personal assessment of what constitutes a morally acceptable behaviour, many insist in attaching the word to anything related to human rights in the workplace and working conditions. Ethical fashion, thus, would be anything made under these standards. Similarly, people define sustainable fashion as a separate category where the methods and processes used are less polluting or help decrease the environmental impact of garment production. But a more holistic concept inside the slow fashion movement is that of ethical everything, from environmental considerations to labour rights and supply chain transparency. (Fashionedge)



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Ethics pyramid by Fashionedge:

When ethics is discussed within the context of fashion, it most often refers to the treatment of people in the stages of raw material, processing and manufacture - activities typically carried out in the developing world. Understood in a broader sense, it also refers to wages and working conditions in the retail sector, as well as to issues surrounding body image and the modelling industry. In the following image you can see a simplified version of the clothing supply chain:

Read more here:

<https://www.thegoodtrade.com/features/what-is-ethical-fashion>

<http://www.vam.ac.uk/content/articles/w/what-is-ethical-fashion/>

<https://www.study34.co.uk/pages/what-is-ethical-fashion>

<https://fashionhedge.com/2014/12/29/ethical-sustainable-fashion-difference/>

Which do you consider as the top 5 Ethical Issues in the Fashion Industry? Try to guess and note them down.

One of the issues around ethical fashion, has to do with the number of animals that are farmed in order to supply fur for the fashion industry. Many people feel that their welfare is an important part of the Ethical Fashion debate. Among them, there are also some designers. Stella McCartney for example does not use either fur or leather in her designs. In an advert for the animal rights organisation PETA, she said: "We address... ethical or ecological... questions in every other part of our lives except fashion. Mind-sets are changing, though, which is encouraging." Another issue has to do with the safety conditions of the workers. H&M for example, has been "a high street leader in using recycled and organic fabrics in its, equally ambiguously named, 'conscious collection' but has been widely criticised by the press and fair fashion campaigners, including Labour Behind The Label, as a token effort by a brand that promotes fast fashion and hasn't kept up with promises to safeguard workers in their



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TIMING/LENGTH (IN MINUTES):	30
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	Paper, pen or pencil, access to the internet through a device (computer, laptop, Smartphone, tablet)

TITLE	A2. Copyright protection on fashion design
DESCRIPTION:	In this activity you will come in touch with the legal framework of copyright law concerning fashion design.



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<p>DEVELOPMENT - METHODOLOGY:</p>	<p>Does the term “copyright protection” sounds familiar to you? What about ethical and sustainable issues on fashion? Brainstorm for 5 minutes.</p> <p>LEARN Corporate social responsibility (CSR) communications include codes of ethics and constitute one way a consumer can learn more about a company’s values. These codes may serve a variety of purposes—they are undoubtedly one of the ways a brand communicates its commitment to ethical principles. Indeed, by analysing the codes of ethics of some of the industry’s well-known brands, it is evident that they primarily focus on employment and workers’ rights (including equality and discrimination issues), labour safety standards, bribery and anti-corruption, counterfeiting and unfair business practices, as well as respect for (and sometimes improvement of) the environment. A company’s code of ethics is also a powerful tool for improving brand image by adopting a code that responds to the issues that consumers care about. It is therefore necessary to distinguish between companies that are truly ethical and those that merely appear so. In order to protect consumer confidence in such documents, a <i>fil rouge</i> across legal systems may be found (although the specific characteristics may vary greatly) in the laws that protect consumers from misleading advertising. All in all, it has been said that codes of ethics are a form of self-regulation that contain general principles to guide behaviour and that those codes are multifunctional, as they not only serve to represent (and enhance) a company’s culture and values, but also may cause a company to adopt a specific organisational and/or governance structure.</p> <p>For a deeper understanding on “The Ethical Consumer and Codes of Ethics in the Fashion Industry” read the detailed legal article here: https://www.mdpi.com/2075-471X/8/4/23/htm</p>
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Read the extract below about the confusion between the words “ethical” and “sustainable”:

“But what, if anything, is the law doing in this area? The answer is ‘lots’ but in a fairly scattergun approach. The problem is that the words ‘ethical’ and ‘sustainable’ have no recognised objective legal meaning.”

The meaning of ethical and sustainable for a woman buying your lingerie on South Molton Street can be very different from what the manager understands of a factory in Bangalore. The law does not really help with this difference of interpretation, the result is a muddle of regulation and ‘best practice standards’ with which those in the industry are meant to comply.

The confusion of regulation is compounded by the complexity of the industry’s global supply chains. Your silk may come from Sri Lanka, your elastic from Hudders field, your buttons from France and the lingerie may be sewn together in Turkey. Which legal regulations do you have to comply with?”

Were you aware of the confusion on that topic?

For more info, the full article is here:

The Law of Ethical Fashion

<https://www.druces.com/the-law-of-ethical-fashion/>

One of the keys to fashion industry success is to stay on the right side of the law. That is to say, you should avoid the big legal holes that await the unwary designer. In the Fashion Law Handbook by the Australian Fashion Chamber it is stated that the key areas of protection for those who design clothes are copyright, designs, patents and trademarks.

Especially for copyright the following are stated:

“Copyright prevents the unauthorised use of your original artistic work by others, including sketches, patterns and one-off handmade garments or jewellery. Copyright is made up of a bundle of exclusive rights to do certain acts, such as the right to copy, publish and communicate the copyright material. Copyright does not protect items that are “industrially applied”, so your actual garments are generally not protected by copyright (regarding that, see ‘Designs’ below). Copyright infringement is not only direct copying. There are many different types of unauthorised activities that may constitute an infringement. Cotton On was found to have copied the “look and feel” of Elwood’s t-shirts because of similarities between the layout, arrangement and style of the designs. Examples of copyright infringements might be:

1. Reproducing the copyright work.
2. Displaying the copyright work in public.
3. Posting the copyright work online or
4. Importing counterfeit goods for commercial purposes.

Read more here:

<https://www.marquelawyers.com.au/assets/afc-fashion-handbook.pdf>

Read a case about copyright protection specifically on handbags:

In August 2018, the Taiwan Intellectual Property Court sided with the fashion industry in a copyright infringement law suit by holding that the overall style, colour, image and lay out of the plaintiff’s designer handbags can reflect the author’s aesthetics and are works of art protected by



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TIMING/LENGTH (IN MINUTES):	30
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	Paper, pen or pencil, access to the internet through a device (computer, laptop, Smartphone, tablet)

QUIZ

Please, answer the following questions. Only one answer is correct:

1. Issues such as working conditions, exploitation, fair trade, sustainable production, the environment and animal welfare are covered by Ethical Fashion.
 - a) True.
 - b) False.
2. Which of the following belong to the top 5 Ethical issues in the Fashion Industry? Choose.
 - a) Low wages
 - b) Animal cruelty
 - c) Child labour.
 - d) All the above.
3. The fashion industry has a heavy carbon footprint, formed as a result of excessive pollution in all areas of operations within the fashion production and retail chain supply.



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- a) True.
- b) False.

4. “Ethical” and “sustainable” have a recognised objective legal meaning.

- a) True.
- b) False.

ANSWER KEY & EXPLANATION

1. Question 1- The correct answer is: a) True.
2. Question 2- The correct answer is: d) All the above.
3. Question 3- The correct answer is: a) True.
4. Question 4- The correct answer is: b) False.

All the correct answers can be found in the articles stated in this unit.



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Unit of learning <i>Number and title</i>	Creative culture				
Duration <i>Hours</i>	1 hour				
Learning outcome Number and title	By the end of this unit, learners will be able to have a clear view of their personal vision, to identify creativity and to correlate creative thinking with entrepreneurship.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	x	Self-awareness and self-efficacy		Taking the initiative	x
Creativity	x	Motivation and perseverance	x	Planning and management	x
Vision	x	Mobilising resources		Coping with uncertainty, ambiguity and risk	x
Valuing ideas		Financial and economic literacy		Working with others	
Ethical and sustainable thinking		Mobilising others		Learning through experience	
Source: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework					
Knowledge			Skills		
<ol style="list-style-type: none"> 1. Identify your personal vision. 2. Creative thinking in entrepreneurship. 			<ol style="list-style-type: none"> 1. To be able to plan on your personal vision. 2. To be able to think in a creative way. 3. To apply creative thinking in entrepreneurship. 		
Assessment methods <i>(Click appropriate box/s)</i>	X Written exercises and test c Oral examination and exercises c Practical assignment under supervision c Practical assignment autonomously and responsibly c Other activities (please specify):				
Assessment criteria <i>Description and timing</i>	Knowledge on the concept studied in this unit.				
Qualifications framework <i>Reference to EQF and</i>	https://ec.europa.eu/ploteus/es/node/1440				



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NVQ	
Existing resources	<p>Documents/Articles: Extra document: see pdf attached about creativity techniques</p> <p>Websites: Videos and tutorials: https://www.youtube.com/watch?v=HhFxQIDPjaY https://www.youtube.com/watch?v=o-Fpsw_yYPg&feature=related</p> <p>Extra material: "Where good ideas come from?" • http://www.youtube.com/watch?v=NugRZGDbPFU</p>
Personal story (IO1 connection)	<p>Victor (p.61-62) is 40 years old. He was born in Ethiopia and comes from a family of farmers. He and his family had been suffering from hunger and periodic famine for many years. Hence, he was forced to immigrate to Greece ten years ago. At first, he faced homelessness and the bureaucracy of Greek authorities. However, he was very skilled in knitting, as it is a common occupation for men in Ethiopia. Hence, he started knitting unique-looking felt scarves without any tools, with his hands. Currently he sells his creations from a kiosk in Athens that acts also as his workshop. He never had any disputes with his clients, but experienced conflicts with his suppliers and was forced to stop working with them.</p> <p>Thanks to this unit he will learn to identify his vision and to correlate creative thinking in entrepreneurship.</p>





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Activities		
TITLE	A1. Trying to define your personal vision	
DESCRIPTION:	In this activity you will reflect on your personal vision and you will learn about your zones.	
DEVELOPMENT/METHODOLOGY:	<p>Brainstorming: Do you trust in yourself? Think about your personal vision. What is your dream? Take 5 minutes to answer these questions.</p> <p>LEARN Our life path consists of our past, our present and our future. The question is this: "How do we want our future to be?". We might know what we don't want to have in the future, but we are uncertain about what we want for our future. The starting point is to believe in ourselves. It all depends on what we believe.</p> <p>The concept of comfort zone is that we move within an environment that we control, where things are familiar. Around our comfort zone is our learning zone, where we expand our world, for example by learning new languages or by travelling to new countries. Beyond the comfort zone is what we call the panic zone or the no experience zone. But it could also be considered as the magic zone or the big challenges zone, depending on the way we look at it.</p> <p>Change does not mean to lose what we have, rather than add to what we already have. Change is actually development.</p> <p>There are two opposing forces: the emotional tension and the creative</p>	





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		<p>emotional tension and the creative tension. In other words: fears versus motivation.</p> <p>We are the stars of our own lives, so we have to believe in ourselves. Whatever we don't decide, others will decide it for us.</p> <p>How do you consider changes? How do you deal with your fears and motivation?</p> <p>Comfort zone, learning zone, panic zone or magic zone: are you aware of them?</p> <p>Take some time to think about these questions and while watching the following video from inKNOWation, spot the answers: https://www.youtube.com/watch?v=HhFxQIDPjaY</p> <p>DO</p> <p>How you want your future to be?</p> <p>Inspired by the video you just watched, write down your plan on your personal vision. Remember to trust yourself and pursue your dreams. Be persevering and positive! (10minutes)</p>
	TIMING/LENGTH (in minutes):	33
	NECESSARY RESOURCES FOR ITS IMPLEMENTATION	Paper, pen or pencil, access to the internet through a device (computer, laptop, smartphone, tablet)
	TITLE	A2. Creative thinking in entrepreneurship
	DESCRIPTION:	In this activity you will learn what creativity is and how it can be used in entrepreneurship





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	<p>DEVELOPMENT/METHODOLOGY:</p>	<p>What is creativity for you? Try to define it in 3 minutes. How it could be combined with entrepreneurship? Take 4minutes to think about it.</p> <p>LEARN</p> <p>Creativity is considered as the ability to think out of the box to operate smart and to develop strategies to overcome the competitors. It is a skill that can be developed It has three axes: the knowledge, the discipline of learning and the mastering of the way of thinking. It is recognised as a practical skill that everyone can learn and achieve. It is a way of thinking, an alternative view with a fresh eye to old things. It is to examine a problem with an open-minded perspective by using as a tool your imagination and new possibilities.</p> <p>Everybody is creative. Although some people are kept close to their traditions and routines that they do not allow their creativity to grow, creativity can be improved. On the other hand, some people are so creative that they do not evaluate and analyse calmly the social or economic potential of their ideas.</p> <p>Entrepreneurship is an activity, which consists of 3procedures: opportunities, best solutions and resources. First, someone has to</p>
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		<p>evaluation process is creativity and idea evaluation.</p> <p>Entrepreneurship is a state of mind where you are able to:</p> <ul style="list-style-type: none">● recognise the chance● scan the environment (competitors, customers)● try to spot the problems● anticipate the needs● evaluate the data● put into practice. <p>Entrepreneurship is part of the innovation process that aims to launch a product or service to the market that improves the actual situation. There is a magic point at which the idea starts to be materialised and for which there is a need to take into consideration both the knowledge and the entrepreneurial capabilities, such as the leadership, the time management of conflicts and problem resolution and communication skills.</p> <p>DO</p> <p>After reading the above, watch the video that follows and spot creative thinking in entrepreneurship (10minutes):</p> <p>https://www.youtube.com/watch?v=o-Fpsw_yYPg&feature=related</p> <p>Is what you read applicable onto that video? Why? Write down your answer. (10minutes)</p>
	TIMING/LENGTH (IN HOURS):	27
	NECESSARY RESOURCES FOR ITS IMPLEMENTATION	Paper, pen or pencil, access to the internet through a device (computer, laptop, smartphone, tablet).





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QUIZ

1. You are in a safe environment that you control and things are familiar to you in your:
 - a) Comfort zone.
 - b) Learning zone.
 - c) Panic zone.
 - d) Magic zone.

2. You expand your worldview by learning new languages, by travelling to unknown countries, by enriching your points of view and by having new experiences. Observe, experiment, compare, learn and enjoy are all
 - a) Comfort zone.
 - b) Learning zone.
 - c) Panic zone.
 - d) Magic zone.

3. Creativity is a practical skill that can be developed by everyone. It has three axes: the knowledge, the discipline of learning and the mastering of the way of thinking. It is considered as the ability to think out of the box and It is a way of thinking with a fresh eye to old things.
 - a) True.
 - b) False.

4. Entrepreneurship is an activity, which consists of 2 procedures: opportunities, best solutions. Someone has to detect the opportunities and identify the best solutions in order to take advantage of these opportunities.
 - a) True.
 - b) False

ANSWER KEY

1. Question 1- The correct answer is a) comfort zone.
2. Question 2-The correct answer is B) learning zone.
3. Question 3- The correct answer is a) True.
4. Question 4 – The correct answer is b) False.





OVERVIEW

Module Unit <i>Number and title</i>	E-shopping				
Duration <i>Hours</i>	1 hour				
Learning outcome	By the end of this unit learners will be fully informed about the process of e-shopping and the essence of e-commerce.				
Entrepreneurial competences					
IDEAS AND OPPORTUNITIES		RESOURCES		INTO ACTION	
Spotting opportunities	×	Self-awareness and self-efficacy	×	Taking the initiative	×
Creativity	×	Motivation and perseverance	×	Planning and management	
Vision	×	Mobilising resources		Coping with uncertainty, ambiguity and risk	
Valuing ideas	×	Financial and economic literacy		Working with others	
Ethical and sustainable thinking		Mobilising others		Learning through experience	×
Source: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecmp-entrepreneurship-competence-framework					
Knowledge			Skills		
<ol style="list-style-type: none"> 1. What is e-shopping or online shopping? 2. Tips for buying clothes online. 3. What is e-commerce. 			<ol style="list-style-type: none"> 1. How to buy online (Critical thinking). 2. Tips for buying clothes online (Consultation). 3. Start an e-commerce business from scratch (Research and organisational skills). 		
Assessment methods <i>(Click appropriate box/s)</i>	X Written exercises and test c Oral examination and exercises c Practical assignment under supervision c Practical assignment autonomously and responsibly c Other activities (please specify):				
Assessment criteria	The answers to the Quiz at the end of the unit.				
Qualifications framework	https://ec.europa.eu/ploteus/es/node/1440				





<i>Reference to EQF and NVQ</i>	
Existing resources	Documents/Articles: Websites: https://en.wikipedia.org/wiki/Online_shopping https://www.brit.co/online-shopping-tips/ Videos and tutorials: https://www.youtube.com/watch?v=AV-bJSHol3U https://www.youtube.com/watch?v=pXvGAWZnmO0 Extra material: Online Shopping Advice https://www.youtube.com/watch?v=el3N6qQjr-l Online Security Tips https://www.youtube.com/watch?v=DuhjKasJA04
Personal story (IO1 Connection)	<p>Isabella (p.65-66) was born in Brazil in 1980. In 2013, due to the high levels of unemployment and inflation, she started planning her move to the U.S. However, the changes in the U.S. immigration system made it extremely difficult for her to enter the country legally. Hence, Europe became an attractive option for her. She already had friends who were living in Greece, so she moved to Athens. Today, she notes that the process of getting all of her immigration documents in order and getting a residence and a work permit was exhausting due to the bureaucracy of Greek authorities.</p> <p>At first, she was teaching Latin American dances part time, but the payment was quite low. A friend suggested she use her language skills and apply for a work at the call centre for Portuguese client support.</p> <p>This completely changed the quality of her life. She was finally content with her salary and now had a possibility to pursue her other interests, such as fashion. She was fond of designing clothes, creating patterns and examining fashion magazines. Isabella became a self-taught seamstress and designer, who currently owns her own fashion workshop and designs skirts. She promotes her skirts through social media platforms, especially Facebook. However, she does not use online platforms to promote her products and notes that online platforms are not as direct and effective as social media.</p> <p>Thanks to this Unit Isabella will learn about e-shopping and e-commerce and will start thinking of ways to expand her business</p>





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TRAINING MODULE

ACTIVITIES

TITLE	A1. What is e-shopping or online shopping?
DESCRIPTION:	In this activity you will learn about e-shopping or online shopping and what do you have to bear in mind when purchasing clothes online.
DEVELOPMENT - METHODOLOGY:	<p>Brainstorming</p> <ul style="list-style-type: none">• What is e-shopping or online shopping? How could you describe it?• What is an online shop? Compare it with a store at a shopping centre or at a city centre. Mention 3 online shops that you know.• What are B2C and B2B? <p>Take 15 minutes to answer these questions.</p> <p>LEARN</p> <p>After brainstorming, read the extract below about online shopping:</p> <p>“Online shopping is a form of electronic commerce which allows consumers to directly buy goods or services from a seller over the Internet using a web browser. Consumers find a product of interest by visiting the website of the retailer directly or by searching among alternative vendors using a shopping search engine, which displays the same product's availability and pricing at different e-retailers. As of 2020, customers can shop online using a range of different computers and devices, including desktop computers, laptops, tablet computers, smart phones and smart speakers.</p> <p>An online shop evokes the physical analogy of buying products or services at a regular "bricks-and-mortar" retailer or shopping centre; the process is called business-to-consumer (B2C) online shopping. When an online store is set up to enable businesses to buy from other businesses, the process is called business-to-business (B2B) online shopping. A typical online store enables the customer to browse the firm's range of products and services, view photos or images of the products, along with information about the product specifications, features and prices.</p> <p>Online stores usually enable shoppers to use "search" features to find specific models, brands or items. Online customers must have access to the Internet and a valid method of payment in order to complete a transaction, such as a credit card, an Interact-enabled debit card, or a service such as PayPal. For physical products (e.g., paperback books or clothes), the e-tailer ships the products to the customer; for digital products, such as digital audio files of songs or software, the e-tailer usually sends the file to the customer over the Internet. The largest of these online retailing corporations are Alibaba, Amazon.com and eBay.”</p> <p><i>Source: Wikipedia https://en.wikipedia.org/wiki/Online_shopping</i></p>



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	<p>Then watch this video: How does online shopping work? https://www.youtube.com/watch?v=AV-bJSHol3U</p> <p>DO Write down on a piece of paper 10 tips for buying clothes in store and 10 for buying clothes online. What is easier for you and why? You have 10 minutes to answer these questions.</p> <p>Then read the followings articles:</p> <ul style="list-style-type: none">• “10 Tips and Tricks for Buying Clothes Online Like A Pro” https://www.brit.co/online-shopping-tips/ <p>How many of the tips appeared in the article did you note down in the previous exercise?</p> <ul style="list-style-type: none">• “Internet shopping: how to buy online” https://www.digitalunite.com/technology-guides/government-services-shopping-banking/online-shopping/internet-shopping-how-buy <p>How many steps can you spot?</p>
TIMING/LENGTH (IN MINUTES):	40
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	Paper, pen or pencil, access to the internet through a device (computer, laptop, Smartphone, tablet).





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TITLE	A2. How to create an e-commerce
DESCRIPTION:	In this activity you will know about e-commerce, its different models and how to create your e-commerce business from scratch.
DEVELOPMENT - METHODOLOGY:	<p>Brainstorming What do we mean by e-commerce? How many types of e-commerce models do you know? Answer shortly in 5 minutes.</p> <p>LEARN “The standard definition of E-commerce is a commercial transaction which is happening over the internet. Online stores like Amazon, Flipkart, Shopify, Myntra, Ebay, Quikr, Olx are examples of E-commerce websites.</p> <p>Ecommerce, also known as electronic commerce or internet commerce, refers to the buying and selling of goods or services using the internet, and the transfer of money and data to execute these transactions. Ecommerce is often used to refer to the sale of physical products online, but it can also describe any kind of commercial transaction that is facilitated through the internet.</p> <p>Whereas e-business refers to all aspects of operating an online business, ecommerce refers specifically to the transaction of goods and services.</p> <p>...</p> <p>There are four main types of ecommerce models that can describe almost every transaction that takes place between consumers and businesses.</p> <ol style="list-style-type: none"> 1. Business to Consumer (B2C): When a business sells a good or service to an individual consumer (e.g. You buy a pair of shoes from an online retailer). 2. Business to Business (B2B): When a business sells a good or service to another business (e.g. A business sells software-as-a-service for other businesses to use) 3. Consumer to Consumer (C2C): When a consumer sells a good or service to another consumer (e.g. You sell your old furniture on eBay to another consumer). 4. Consumer to Business (C2B): When a consumer sells their own products or services to a business or organization (e.g. An influencer offers exposure to their online audience in exchange for a fee, or a photographer licenses their photo for a business to use).” <p>Read more about Ecommerce here: https://www.toppr.com/guides/business-environment/emerging-trends-in-business/electronic-commerce/ and here: https://www.shopify.com/encyclopedia/what-is-ecommerce</p>
	<p>DO Think about what would you do in order to create your successful e-commerce business from scratch and of course your business website.</p>



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	Organise your thoughts into a plan. (10 minutes) You can get inspired from here: https://www.ecommerceceo.com/start-ecommerce-business/
TIMING/LENGTH (IN MINUTES):	20
NECESSARY RESOURCES FOR ITS IMPLEMENTATION	Paper, pen or pencil, access to the internet through a device (computer, laptop, Smartphone, tablet).



QUIZ

Please, answer the following questions. Only one answer is correct:

1. Customers can shop online by using:
 - a) Computers.
 - b) Desktop computers and Smartphone.
 - c) Tablets.
 - d) All the above.

2. When an online store is set up to enable businesses to buy from another businesses, the process is called:
 - a) Alibaba.
 - b) Business-to-consumer (B2C) online shopping.
 - c) Business-to-business (B2B) online shopping.
 - d) "Bricks-and-mortar" retailer.

3. The difference between e-business and e-commerce is that the first one refers to all aspects of operating an online business, while the second one refers specifically to the transaction of good and services.
 - a) True.
 - b) False.

4. Which of the following is NOT a type of e-commerce model?
 - a) B2C.
 - b) C2D.
 - c) B2B.
 - d) C2B.

ANSWER KEY & EXPLANATION

1. Question 1- The correct answer is: d) All the above.
2. Question 2- The correct answer is: c) Business-to-business (B2B) online shopping.
3. Question 3- The correct answer is: a) True.
4. Question 4-The correct answer is: b) C2D.

