

Never too young to be MoneySmart with clothes

Year 5

This unit is aligned with the following Australian Curriculum learning areas: Mathematics, English, Science, Humanities and Social Sciences, Design and technologies and Health and Physical Education



ASIC's  **MONEYSMART** Teaching



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Never too young to be MoneySmart with clothes

Year level	5
Duration of unit	10 hours*
Learning areas	Mathematics, English, Science, Humanities and Social Sciences, Design and technologies and Health and Physical Education

Unit description

In this unit students will investigate the influences on 10 to 12 year-old consumers when selecting clothes and accessories. Students will share stories about their choice of clothes and accessories and what influences them when making purchases.

Students will collect and analyse data and investigate these choices based on cost, peer pressure and suppliers, recognising the importance of being MoneySmart when making spending decisions.

To culminate this activity, students will cost and make an accessory or item of clothing, either designing and making within a given budget or using reused or recycled materials for a no- or low-cost activity. Their final event will be a fashion parade where students will model their accessory or clothing item. They will report on the main influences on the choice of clothes and relate the influence of cost to this final activity. As part of the no-/low-cost option, students investigate how to add colour to plain recycled material.

Consider that in some areas this might be a sensitive topic and parents may be responsible for choosing and buying clothes based on cultural or economic reasons.

As alternatives:

- ▶ Different groups could be assigned an activity (Activities 2, 3 and 4). Final observations could be shared as a jigsaw activity at the end.
- ▶ Internet activities could be carried out as a whole-class activity using an interactive whiteboard.

Knowledge and understandings

- ▶ You are never too young to be MoneySmart.
- ▶ Cost is a factor that influences purchasing decisions.
- ▶ A range of data can be collected and analysed to investigate spending decisions.
Materials selected for making a product can influence cost.

Pre-requisite skills

To undertake this unit, students need to be able to:

- ▶ understand budgets
- ▶ understand where money comes from
- ▶ understand terms such as data – how to collect and present it accurately
- ▶ use Excel spreadsheets
- ▶ read and create graphs – line, column (bar), pie.

** Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and all the student worksheets can be adapted to teachers' needs.*

Unit planner

Links

The following table provides the relevant links to the Australian Curriculum learning areas, achievement standards and general capabilities.

Australian Curriculum learning areas and achievement standards	
Mathematics	Content descriptions <ul style="list-style-type: none"> ▶ Strand: Statistics and Probability <ul style="list-style-type: none"> — Sub-strand: Data representation and interpretation <ul style="list-style-type: none"> ○ Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) ○ Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) ○ Describe and interpret different data sets in context (ACMSP120)
	Achievement standards <p>By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets.</p> <p>Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.</p>
English	Content descriptions <ul style="list-style-type: none"> ▶ Strand: Language <ul style="list-style-type: none"> — Sub-strand: Language for interaction <ul style="list-style-type: none"> ○ Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) ▶ Strand: Literacy <ul style="list-style-type: none"> — Sub-strand: Interacting with others <ul style="list-style-type: none"> ○ Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and

multimodal elements (ACELY1700)

- Sub-strand: Interpreting, analysing, evaluating
 - Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)
- Sub-strand: Creating texts
 - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
 - Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

Achievement standards

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Students use language features to show how ideas can be extended. They **develop and explain a point of view** about a text, **selecting information, ideas and images from a range of resources**.

Students create imaginative, **informative** and persuasive **texts** for different purposes and audiences. **They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives.** When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Science

Content descriptions

▶ Strand: Science as a Human Endeavour

- Sub-strand: Use and influence of science
 - Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

▶ Strand: Science inquiry skills

- Sub-strand: Planning and conducting
 - Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and

materials safely and identifying potential risks (ACSIS086)

- Sub-strand: Evaluating
 - Reflect on and suggest improvements to scientific investigations (ACSIS091)
- Sub-strand: Communicating
 - Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093)

Achievement standards

By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

Students **follow instructions** to pose questions for investigation and predict the effect of changing variables **when planning an investigation**. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. **They** describe ways to improve the fairness of their investigations, and **communicate their ideas and findings using multimodal texts**.

HASS

Content descriptions

► Strand: Inquiry and Skills

- Sub-strand: Questioning
 - Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)
- Sub-strand: Researching
 - Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)
 - Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)
- Sub-strand: Analysing
 - Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)
- Sub-strand: Evaluating and reflecting

- Evaluate evidence to draw conclusions (ACHASSI101)
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)
- Sub-strand: Communicating
 - Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)
- ▶ **Strand: Knowledge and Understanding**
 - Sub-strand: Economics and business
 - The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)
 - Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHASSK120)
 - Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)

Achievement standards

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They **recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.** They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. **They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence.** Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. **They sort, record and represent data in different formats,** including large-scale and small-scale maps, using basic conventions. **They work with others to generate alternative responses to an issue or challenge** and reflect on their learning to independently propose

	<p>action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p>
Design and Technologies	<p>Content descriptions</p>
	<p>▶ Strand: Processes and Production Skills</p> <ul style="list-style-type: none"> ○ Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)
	<p>Achievement standards</p> <p>By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>
HPE	<p>Content descriptions</p>
	<p>▶ Strand: Personal, Social and Community Health</p> <ul style="list-style-type: none"> — Sub-strand: Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> ○ Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)
	<p>Achievement standards</p> <p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and</p>

interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

General capabilities

Typically, by the end of Year 6 students:

Literacy	<ul style="list-style-type: none"> ▶ interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies ▶ compose and edit learning area texts ▶ use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts ▶ plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences
Numeracy	<ul style="list-style-type: none"> ▶ solve problems and check calculations using efficient mental and written strategies ▶ create simple financial plans, budgets and cost predictions ▶ identify and describe pattern rules and relationships that help to identify trends ▶ visualise, describe and order equivalent fractions, decimals and simple percentages ▶ solve problems using equivalent fractions, decimals and simple percentages ▶ collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media
ICT	<ul style="list-style-type: none"> ▶ locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways ▶ independently or collaboratively create and modify digital solutions, creative outputs or data representation/ transformation for particular audiences and purposes
Creative & Critical Thinking	<ul style="list-style-type: none"> ▶ pose questions to clarify and interpret information and probe for causes and consequence ▶ identify and clarify relevant information and prioritise ideas ▶ analyse, condense and combine relevant information from multiple sources ▶ combine ideas in a variety of ways and from a range of sources to create new possibilities ▶ identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions ▶ assess and test options to identify the most effective solution and to put ideas into action ▶ assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome

Personal & Social Capability

- ▶ identify factors that influence decision making and consider the usefulness of these in making their own decisions

Cross-curriculum priorities

Sustainability

Diversity of learners

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

National Consumer and Financial Literacy Framework

(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)

Dimension	Student learnings by the end of Year 6
Knowledge and understanding	<ul style="list-style-type: none"> ▶ Analyse the value of a range of goods and services in relation to an identified need
Competence	<ul style="list-style-type: none"> ▶ Evaluate the value of a range of goods and services in a variety of 'real-life' situations ▶ Order and justify reasons for spending preferences
Responsibility and enterprise	<ul style="list-style-type: none"> ▶ Identify and describe the impact that the consumer and financial decisions of individuals may have on themselves and their families, the broader community and/or the environment ▶ Examine and discuss the external factors that influence consumer choices

Sequenced teaching and learning activities

Introducing	Resources
<p>Activity 1: Clothes stories (60 minutes)</p> <p>What clothes do 10 to 12 year olds wear on the weekend? Is there a difference based on gender, cost, peer pressure or some other factors? Students share their clothes stories, explaining what they choose to wear and why.</p>	<ul style="list-style-type: none"> ▶ Worksheet 1: Clothes stories ▶ Diagnostic assessment grid
<p>Assessment: Diagnostic</p> <p>Based on the students' clothes stories, collect work samples to demonstrate their prior knowledge and understanding of what influences their weekend clothes choices.</p>	
<p>Activity 2: What influences our choice of clothes? Cost (60 minutes)</p> <p>Using clothing websites for 10 to 12 year olds and advertising catalogues and brochures, students investigate the cost of clothing items that they might choose for wearing on a weekend. They plan one weekend outfit based on a given budget.</p>	<ul style="list-style-type: none"> ▶ Worksheet 2: Influences on our choice of clothing: Cost ▶ Clothing websites for children ▶ Catalogues and brochures advertising clothing for 10 to 12 year olds
<p>Activity 3: What influences our choice of clothes? Suppliers (40minutes)</p> <p>Students investigate a range of places where 10 to 12 year olds buy/find their clothes. Which places are most popular and why?</p> <p>They interview family members about their preferred clothes' suppliers.</p>	<ul style="list-style-type: none"> ▶ Worksheet 3: Influences on our choice of clothes: Suppliers ▶ Various clothing websites for 10 to 12 year olds

Developing	Resources
<p>Activity 4: What influences our choice of clothes? Peers (60 minutes)</p> <p>Students interview a peer to see who influences their choice of particular clothing items. They question how clothing for 10 to 12 year olds is represented in magazines and the influences this has on their choices.</p>	<ul style="list-style-type: none"> ▶ Worksheet 4: Influences on our choice of clothes: Peers ▶ Magazines and catalogues depicting clothes for 10 to 12 year olds
<p>Activity 5: Planning data collection (45 minutes)</p> <p>Students plan for and collect data to investigate what influences the most common clothing choices</p>	<ul style="list-style-type: none"> ▶ Worksheet 5: Data collection

Developing	Resources
for 10 to 12 year old on the weekend.	
<p>Activity 6: Modelling data display (60 minutes)</p> <p>As a whole class, students share trends from the findings in their data collection. The teacher models graphs as a way of recoding their data.</p>	<ul style="list-style-type: none"> ▶ Worksheet 6: Modelling data display
<p>Activity 7: Data display (45 minutes)</p> <p>Students decide what type of graph and/or table best suits their data. They determine the conventions of scale, title, categories, etc. before creating a display of the data collected in response to their chosen research question.</p>	<ul style="list-style-type: none"> ▶ Worksheet 7: Data display ▶ Graph paper ▶ Computer with Excel application
<p>Assessment: Formative</p> <p>The students' graphs and/or tables used to display their data will be presented for partner assessment. Assessment criteria are supplied in Worksheet 7: Data display.</p>	

Culminating	Resources
<p>Activity 8: Data analysis and presentation (50 minutes)</p> <p>Students analyse and discuss their data before preparing a presentation to their peers, describing their conclusions and including influences on weekend clothing choices based on cost, peer pressure and suppliers.</p>	<ul style="list-style-type: none"> ▶ Worksheet 8: Data analysis and presentation
<p>Activity 9: Preparing for the fashion event (30 minutes)</p> <p>Based on the analysis of their data in Activity 8, students decide on an accessory or clothing item that would appeal to 10 to 12 year olds. Discuss the next activity, where they will design and make an accessory/clothing item within a given budget, which can be worn in a fashion parade.</p>	<ul style="list-style-type: none"> ▶ List of accessories and clothing from Activity 1: Clothes stories
<p>Activity 10: Fashion for free – using recycled materials (150 minutes)</p> <p>Students explore and select the kinds of recycled materials they could use to make their accessory/clothing item. They investigate the properties and cost benefits of using reused or recycled materials, price the products and make the accessory/clothing</p>	<ul style="list-style-type: none"> ▶ Worksheet 9: Fashion for free – using recycled materials ▶ Recycled materials ▶ Digital resources: <ul style="list-style-type: none"> — finecraftguild.com/recycled-crafts-3/ — youtube.com/watch?v=jA9BNY3iT0Y

Culminating	Resources
<p>item. They also carry out an experiment to investigate how they can add colour to plain paper. This technique could possibly then be used to add colour to the recycled material.</p> <p>Showcase student achievements</p> <p>Students wear their creation – accessory or item of clothing in a fashion parade and present their work to an audience of their choice.</p>	<ul style="list-style-type: none"> ▶ Interactive whiteboard – if using sites with whole class ▶ Colour experiment resources: <ul style="list-style-type: none"> — Shaving cream — Paper plates — Food colouring — Plastic ruler Blank paper
<p>Assessment: Summative</p> <p>In groups, students present a report on the planning and making of their chosen accessory/clothing item. In the report, students outline the type of accessory/clothing item chosen, materials used, ability to change the colour, design and cost. Assessment descriptors are supplied in the teacher notes.</p>	

Assessment rubric

- ▶ This rubric is intended as a guide only. It can be modified to suit teachers' needs and to be integrated into existing assessment systems.
- ▶ Teachers may also wish to collect the worksheets as work samples for individual student folios.

Student's name: _____

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can select suitable data from online and print sources.	Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)	Activity 2 Worksheet 2 Activity 9	The student selects appropriate items, records costs and uses appropriate strategies to keep within the budget and/or explores ways to reduce costs.	The student selects items, records costs and uses strategies to keep within the budget and/or explores ways to reduce costs.	The student selects items and records costs, but requires teacher guidance to explore ways of reducing costs in order to keep within the budget.	
The student can identify and write an appropriate research question and plan, then collect and analyse the data.	See ACMSP118 above.	Activity 5 Worksheet 5	The student writes their research question clearly, and independently draws up a suitable questionnaire and/or table for their data collection.	The student writes their research question, and draws up a questionnaire and/or table for their data collection by following the teacher example.	The student copies a teacher-modelled research question, questionnaire and/or table for their data collection.	
The student can create a chosen table/graph to tally/display data relevant to an investigation on paper or using Excel.	Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)	Activities 6 and 7 Worksheets 6 and 7	The student chooses a table/graph appropriate for the data and gives clear reasons for their choice. The student includes an appropriate title, labels axes and selects a suitable scale to accurately present data on a graph.	The student chooses a table/graph for the data and gives a reason for their choice. The student omits some detail and selects a scale that presents data on a graph, with some inaccuracies.	The student copies a teacher-modelled table/graph.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can analyse data and outline conclusions.	Describe and interpret different data sets in context (ACMSP120)	Activity 8 Worksheet 8	The student critically analyses the data and justifies their conclusions using percentage figures where appropriate. The student considers how issues such as sample size and other variables may impact on their results.	The student analyses the data and writes simple conclusions.	The student requires teacher guidance and support to complete a simple data analysis.	
The student can record and explain their choice of weekend clothing.	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	Activities 1 and 2 Worksheets 1 and 2	The student lists a wide range of clothing items, chooses appropriate vocabulary and uses accurate spelling. The student describes specific details to elaborate or explain a range of answers to 'what' and 'why' questions.	The student lists a range of clothing items, chooses some appropriate vocabulary but makes some spelling errors. The student describes some details to elaborate or explain answers to 'what' and 'why' questions.	The student lists a few items of clothing, but requires teacher guidance and support with choice of vocabulary, spelling, and description of one or two details to explain answers to 'what' and 'why' questions.	
The student can use research skills, including research purpose, gathering and organising information,	See ACELY1703 above.	Activities 3 and 4 Worksheet 3	The student independently selects a range of images, keywords, articles or advertisements to create a poster that	The student selects some images, keywords, articles or advertisements to create a poster that reflects their choice of	The student selects a few images and words to create a poster that reflects their choice of weekend clothes. With teacher	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
evaluating its relative value and summarising information from several sources.			reflects their choice of weekend clothes. The student researches specific details online to explain a range of answers to 'what' and 'why' questions about their favourite places to get clothes.	weekend clothes. The student researches some details online to explain some answers to 'what' and 'why' questions about their favourite places to get clothes.	guidance, the student researches one or two details online to explain answers to 'what' and 'why' questions about their favourite places to get clothes.	
The student can explore how reusing or recycling materials can help reduce the cost of designing and constructing an accessory/fashion item.	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)	Activity 10 (Suggested summative assessment – criteria in Teacher notes) Worksheet 9 Digital resource	The student selects an appropriate reused/recycled material and successfully changes its colour. The student chooses an appropriate accessory/clothing item and design for 10 to 12 year olds, and successfully makes their item within the given budget.	The student selects a reused/recycled material and changes its colour with some success. The student chooses an accessory/clothing item and design for 10 to 12 year olds and makes their item within the given budget. The student may not be successful on the first attempt.	The student requires teacher guidance and support to select a reused/recycled material, change its colour, and design and make a simple accessory/clothing item for 10 to 12 year olds within the given budget.	

Teacher notes

Activity 1: Clothes stories (60 minutes)

- ▶ In small groups, students discuss the clothes they wore on the weekend, and why they chose to wear them.
- ▶ Give each student a copy of **Worksheet 1: Clothes stories** and ask them to complete the grid, listing their choice of weekend clothes and accessories, such as shoes, belts, hats, caps, scarves, gloves, bags, jewellery, etc. They should focus on:
 - the kinds of clothes they choose to wear on weekends
 - why they wear them.
- ▶ Students share the information recorded on their grids with their group.
- ▶ As a class, list the possible trends emerging from these questions in relation to what 10 to 12 year olds choose to wear on weekends. You may wish to use the following questions as prompts for the discussion.
 - Are sports clothes popular amongst 10 to 12 year olds?
 - What is the most popular footwear?
 - What are the most popular casual clothes?
 - Do 10 to 12 year olds dress to be fashionable or comfortable?
 - Does cost influence 10 to 12 year olds' clothing choices?
 - Are 10 to 12 year olds influenced by their friends?
 - Are they influenced by the media?
 - Are they influenced by where clothes are obtained – the suppliers?
- ▶ Tell students that in this unit they are going to explore what influences their decision to choose their clothes and accessories with particular focus on cost, peer pressure and suppliers.

Diagnostic assessment

Collect completed **Worksheet 1: Clothes stories** from students and consider the responses. The criteria shown in the table below will help you with your assessment.

Choice of weekend clothes

Student names	At least six items of weekend clothing chosen	Appropriate reasons provided for the choice of each item

Activity 2: Influences on our choice of clothes: Cost (60 minutes)

- ▶ In this activity students will focus on examining the influence of cost on what they wear. (Note that at this age parents often still buy their children's clothes.)
- ▶ Provide students with a range of clothing websites and catalogues and brochures advertising casual clothing for 10 to 12 year olds.
- ▶ Ask students to choose the items they would need for one weekend outfit.
- ▶ Tell students they have a given budget (designate an amount that you think is appropriate and realistic) to purchase their outfit.
- ▶ Students complete the grid, recording each item they have selected, why they chose that item and where they found it on **Worksheet 2: Influences on our choice of clothes: Cost**.
- ▶ Students tally their costs to ensure they do not exceed their given budget. If they go over the limit they must explore ways to reduce their costs, e.g. swap one of their items for a cheaper alternative.
- ▶ Have students work in pairs to share the various strategies they used to keep within the budget.
- ▶ Discuss the question: 'How much does cost influence my choice of clothes and accessories?'

Activity 3: Influences on our choice of clothes: Suppliers (40 minutes)

- ▶ As a class, brainstorm a list of places to get clothing and accessories. These might include:
 - department stores
 - supermarkets
 - clothing shops
 - vintage/second-hand shops
 - homemade
 - hand-me-downs from older siblings, etc.

Display students' suggestions in the classroom.

- ▶ Give students a copy of **Worksheet 3: Influences on our choice of clothes: Suppliers**. Explain that this worksheet looks at where we buy/find our clothes. Students complete the grid, recording the different places they find clothes and what influences them to buy or source them from those places.
- ▶ Students share the places they buy/find their clothes. Using the list items from the class brainstorming activity, tick the relevant sources each time they are mentioned. If a location is listed that wasn't suggested during the brainstorming activity, add it to the list and give it a tick. The class will order the clothing places from most popular to least popular, and then classify them, e.g. sports shops, recycled shops, brand outlets, etc.
- ▶ Ask students to respond to the following questions:
 - Which three options were the most popular places for 10 to 12 year-olds to source clothing?
 - What were the main influences leading to these choices?
- ▶ As a class, consider any clothing sources that were listed in the brainstorming activity but not selected by any of the students. Encourage students to consider why these sources are not used by the students, and to think about who might use them.
- ▶ Have each student select their favourite place to buy or find clothes. They should then conduct online research to find out more about that place. Students respond to the questions on the worksheet.

- ▶ For homework, students ask their families where they like to buy their clothes and why. Students write a sentence about each family member's response to share with the class.

Activity 4: Influences on our choice of clothes: Peers (60 minutes)

- ▶ As a class, brainstorm a list of the people who influence students when they are choosing clothes and accessories. List the suggestions on the board, then categorise the list into groups, e.g. friends, family, TV celebrities, etc. Explain to students that in this activity they will focus on peers.
- ▶ In pairs, students interview their partner to find out who influences their choice of clothes and accessories and record responses on **Worksheet 4: Influences on our choice of clothes: Peers**. When they have completed their interviews, students tally the results for the class and discuss whether peers are a strong influence.
- ▶ Provide students with a range of appropriate popular magazines for 10 to 12 year-olds, as well as catalogues advertising children's clothing.
- ▶ Students select images, articles or advertisements from the magazines and catalogues that reflect their choice of weekend clothes and/or accessories, and create a poster.
- ▶ As a class, examine the images, articles or advertisements selected and discuss similarities and differences.
- ▶ Students respond to the following questions:
 - Do the posters reflect similar or different choices of weekend clothing and accessories? In what ways?
 - Are 10 to 12 year-olds portrayed similarly in all magazines? How? Why do you think this is so?
- ▶ Display the posters in the school or classroom.

Activity 5: Planning data collection (45 minutes)

- ▶ Tell students that, now that they have explored the effects of cost, peer pressure and suppliers on their choice of clothing and accessories within their class group, they are going to carry out some research on all the 10 to 12 year olds in the school. Students will:
 - research what influences them the most when choosing clothes and accessories – cost, peers or suppliers?
 - identify their own research question and plan, and then collect and analyse the data.
- ▶ Help students plan to conduct individual research. Give each student a copy of **Worksheet 5: Data collection**. Guide the class through the worksheet, scaffolding how to plan for data collection. Go through each of the questions on the worksheet, one at a time, providing examples to support students' learning. Provide models where appropriate.
- ▶ In pairs students should then plan their own research. Students use the table in the worksheet to record their research plan. In small groups, students should then share their research plan and receive feedback from their group.
- ▶ Once students have discussed and finalised their plans, they can draw up their questionnaires and tables for their data collection. Then they can begin data collection. Arrange for students to collect data during recess or lunch or by negotiating to visit other classes.

Activity 6: Modelling data display (60 minutes)

- ▶ Have students work in pairs to share the data they collected in Activity 5. They should discuss possible trends relating to what influences 10 to 12 year old children's clothing choices.
- ▶ Demonstrate how data can be categorised, e.g. why they chose these items, cost, peer pressure, etc.
- ▶ Use **Worksheet 6: Modelling data display** to revise types of graphs (line, bar, pie) that students could use to display their data. Discuss the type of graph that might be most appropriate for each type of data. Explain that:
 - Line graphs are useful for displaying data that changes continuously over time, such as number of movies seen per month in this example.
 - Bar graphs are appropriate for displaying discrete sets of data, such as favourite fruits in this case.
 - Pie graphs use a circular chart divided into sectors. Each sector shows the relative size of each value. This would be appropriate for showing favourite sports as in this graph.
- ▶ Demonstrate the importance of using appropriate scales on a graph to ensure that the information is presented accurately and the audience is not misled. Provide some examples of how this could happen.

Activity 7: Data display (45 minutes)

- ▶ Students use **Worksheet 7: Data display**. Explain they are to create a graph or table to show what influences 10 to 12 year-olds' choice of clothes. They will plan the type of graph/s and/or table/s that they will use to display their data, using the planning chart on the worksheet. Students decide whether to present data on graph paper or using an Excel spreadsheet. Guide students to decide on the most appropriate scale, title, categories, etc. Students should:
 - describe the type of graph/table they will use to present their data and explain why they believe that type of graph/table is the most appropriate
 - decide what the title on the graph/table will be
 - decide what the scale will be
 - decide what the categories will be on the graph/table.
- ▶ Students create their chosen tables/graphs to tally and display data relevant to their investigation. During the activity, have students share some of the different models they are using to present their data.

Formative assessment

Have students work in groups of four. One pair presents their data to the second pair for assessment. Each student should use the given criteria and complete the assessment table on **Worksheet 7: Data display** when assessing their classmates' research.

Activity 8: Data analysis and presentation (50 minutes)

- ▶ Explain to the class that they need to think critically when analysing data and must consider the potential influences of external variables that may not have been included in the research. Students should consider how the variable of who buys the clothes might impact on the influences of clothing choice for 10 to 12 year olds.
- ▶ Model how to convert numerical data to a percentage using the calculator. Explain this in terms of 'x out of y, as a fraction of 100'. Encourage students to report using percentage figures if appropriate.
- ▶ Students use **Worksheet 8: Data analysis and presentation** to analyse their data. Using the worksheet, each student should write a description that includes:
 - their original research question
 - the method of data collection used
 - how the data was presented and analysed
 - what conclusions were drawn.
- ▶ Students complete their description. Each pair presents their analysis to the class.
- ▶ As a class, discuss any trends identified across the range of data and conclusions. Students suggest what these trends might mean for 10 to 12 year olds in general and for certain groups in particular.
- ▶ Are there any serious issues evident in the data sets? What actions could be taken on those issues? For example, the size of the sample may be too small to provide conclusive findings. It might be suggested that in any further research the sample is expanded in size.

Note

Two different options are presented for making an accessory or an item of clothing that can be presented in the culminating activity of a fashion parade. These options are presented in Activity 9 and Activity 10. You may wish to utilise various elements of each activity to suit the needs of your students. Lesson timing depends on time taken to make the item.

Activity 9: Preparing for the fashion event (30 minutes)

- ▶ Review Activity 1: Clothes stories, and the meaning of 'accessory'.
- ▶ Explore through discussion:
 - What type of accessories do people have and wear?
 - What is the purpose of an accessory?
- ▶ As a class, reflect on the data collected over previous activities – in particular, the influence of cost on their choices. Make a list of clothing and accessories identified in Activity 1: Clothes stories, which were part of their weekend clothing choices. Discuss what might have influenced these choices. Students consider other accessories/items of clothing 10 to 12 year olds might wear that were not identified in this activity.
- ▶ Based on this information, each student chooses one accessory or item of clothing that they will make to display in a class fashion parade. It must be an accessory/item of clothing that students can wear. Students investigate the materials required to make their accessory/item of clothing, and the cost of the item within a given budget.
- ▶ In the next activity, students will design and make their chosen accessory or clothing item, ensuring that the cost is within the set budget. They will present the finished product in a fashion parade.

Note

Activity 10 provides a no- or low-cost option for changing the colour of an accessory or item of clothing.

Activity 10: Fashion for free – using recycled materials (150 minutes)

In discussions throughout this activity, help students realise that fashion is expensive, and that cost often influences our choices. Many people do not have the money to keep up-to-date with the latest fashions. Instead, some people are beginning to make their own clothing and accessories using reused and recycled materials.

Students learn that they can be fashionable for free or for a minimal cost. They are going to do this by making the accessory/item of clothing chosen in Activity 9: Preparing for the fashion event as cheaply as possible using reused or recycled material. They will then present their accessory/item of clothing to the class and report on the success of using reused or recycled material for their accessories or item of clothing.

- ▶ Brainstorm a list of recycled materials that students might use to make an accessory or item of clothing for the fashion parade. Write the list of materials on the board.
- ▶ Ask students how reusing and recycling materials could help them reduce money spent on fashion and reduce the effects on the environment.
- ▶ Explore some ideas online. You may like to use the interactive whiteboard (if applicable) or print some photos from the internet. The following digital resource finecraftguild.com/recycled-crafts-3/ may be useful as it presents ideas for making clothes and accessories using recycled materials.
- ▶ Students refer to the list of materials they need to make their accessory or item of clothing from the previous lesson, as well as the cost. Ask each student to choose reused or recycled material that they can use to make their accessory or item of clothing at a lower cost.

Adding colour

- ▶ Explain that students are going to explore one way that reusing or recycling materials could help them make their accessory or clothing more interesting. They are going to investigate how to add colour to a plain material instead of buying expensive material. This is a cheap and alternative way to add colour to reused or recycled materials.
- ▶ Students view the digital resource: [youtube.com/watch?v=jA9BNY3iT0Y](https://www.youtube.com/watch?v=jA9BNY3iT0Y) (This clip shows how to make tie-dye paper with food colouring and shaving cream.)
- ▶ Conduct the experiment featured in the video.
- ▶ The following materials will be required for the experiment. Ensure there are enough materials for each student.
 - shaving cream
 - paper plates
 - food colouring
 - plastic ruler
 - blank paper
- ▶ After watching the video and performing the experiment, ask students why they believe the swirl sticks to the paper so well.

- ▶ Explain that it has to do with how the particles are attracted to each other.
 - Shaving cream contains soap, which has both polar and non-polar characteristics, making it only partially polar, while paper contains cellulose, which is polar.
 - Food colouring is also polar.
 - When the paper is applied to the pile of shaving cream, the food colouring is more attracted to the cellulose from the paper than the partially polar shaving cream.
 - ▶ Do students think the same experiment might work with other materials?
 - ▶ Students could try other material such as various types of fabric or types of paper to see if the same effect is achieved.
 - ▶ Ask students how they think this experiment could help reduce costs when designing and constructing an item from recyclable material.
 - ▶ Students work out how they can apply these principles to their reused and recycled materials.
 - ▶ They should experiment with a test piece of material until they are happy with the results.
 - ▶ Students can then add colour to their selected reused/recycled fabric.
-
- ▶ Once students have all the recycled/reused materials required for their accessory or item of clothing, help them create and make their chosen item.
 - ▶ After the accessory or item of clothing has been completed, each student prepares a report to present for small-group assessment, using the questions and points on **Worksheet 9: Fashion for free – using recycled materials** to help them structure their report.
 - ▶ The following questions may assist you in determining the students' learning outcomes:
 - Were students able to select an appropriate reused or recycled material?
 - Could they successfully change the colour of the material?
 - Were they able to use an appropriate design for their selected accessory or item of clothing?
 - How successful were they in making their accessory or clothing item within the given budget?

Summative assessment

- ▶ Put the class into small groups and have each student present their report to their group. The other students in the group should assess the student's ability to:
 - choose an appropriate accessory/clothing item for 10 to 12 year olds
 - select appropriate reused or recycled material
 - successfully change the colour of the material
 - use an appropriate design for the selected accessory/clothing item
 - successfully make their accessory/clothing item within the given budget.

Showcase student achievements

- ▶ Celebrate students' achievements by putting on a fashion parade. You may like to invite other classes and parents/carers to see the fashion parade.
- ▶ Have each student wear their accessory/item of clothing and parade it in the event.

Worksheets

Name: Class: Date:

Worksheet 1: Clothes stories

Record your ideas in the table below. One example has been given to get you started.

List the items of clothing and accessories you choose to wear on the weekend.	Why did you choose this item?
Jeans	They are comfortable.

Name: Class: Date:

Worksheet 3: Influences on our choice of clothes: Suppliers

List your three favourite places to get clothes.

Favourite places to get clothes	What influences you to get clothes from these places? Why do you like them?

Out of the three places you listed above, which is your favourite?

What types of people shop at this place?

What do you like most about this place?

Name: Class: Date:

Worksheet 4: Influences on our choice of clothes: Peers

Use the table below to determine who influences your partner most when choosing clothes and accessories.

Influences	A lot	A bit	Not at all
Parents			
Friends (peers)			
TV celebrities			
Brothers/sisters			
Sports stars			
Pop singers/bands			

Name: Class: Date:

Worksheet 5: Data collection

Planning the data collection

What is your research question? (*The sentence starters 'who, what, where, how, why' might help you develop your research question.*)

Who will data be collected from? (e.g. Year 6 boys)

Where will the data be collected? (e.g. in the playground)

What time of day will the data be collected? (e.g. during lunch)

How will the data be collected? (e.g. 10 Year 6 boys will be interviewed on Monday. I will fill in a table about what influences their choice of clothing.)

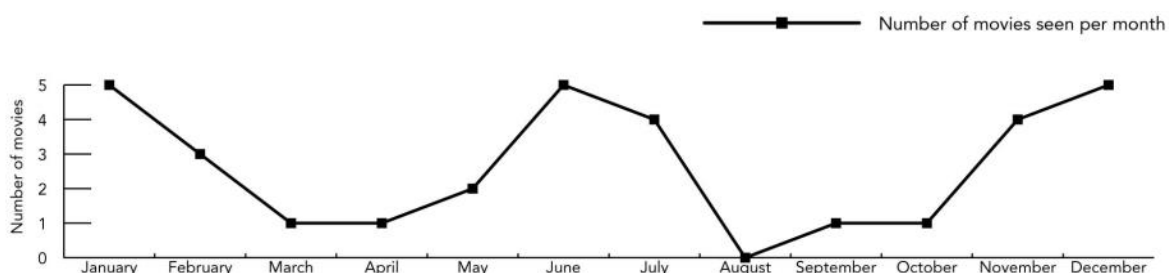
What method of data collection will be used? (e.g. table or questionnaire or other model of data collection)

Name: Class: Date:

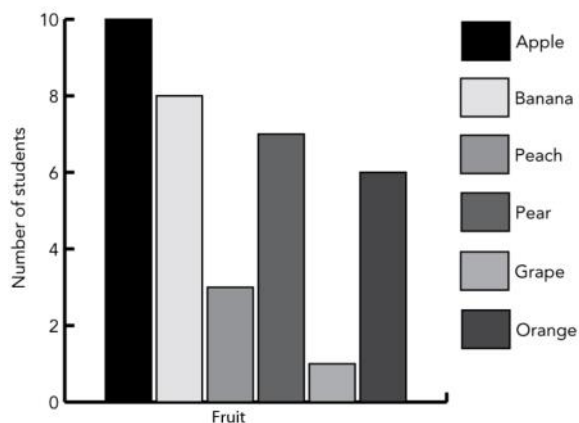
Worksheet 6: Modelling data display

What type of graph/table will you use and why?

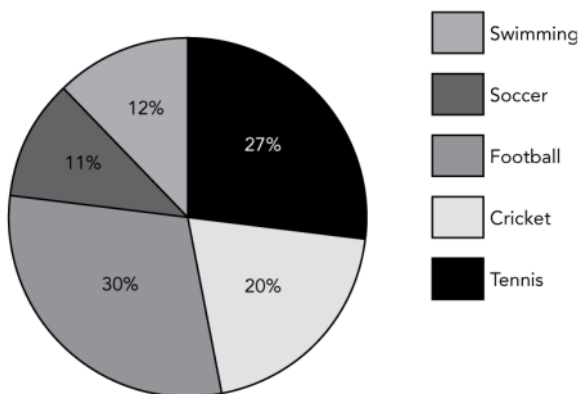
Line graph: Movies viewed by class 5A



Bar graph: Favourite fruit eaten by class 5A



Pie chart: Favourite sport of class 5A



Name: Class: Date:

Worksheet 7: Data display

- Decide what you are going to use to present your data – a graph or a table – and then complete the table below.

Planning the data display
Describe the type of graph you will use to present your data and explain why that type of graph is the most appropriate.
What will be the title of your graph?
What categories will be on the graph?

- Use the table below to assess your partner's data.

Criteria	Not achieved	Satisfactory	Very good
The choice of graph/table is appropriate for the data.			
Clear reasons are provided for the choice of each graph/table.			
Each graph/table has a title.			

Name: Class: Date:

Worksheet 8: Data analysis and presentation

Fill in this table to analyse your data.

Summary of data analysis and presentation
State the original research question:
State the type of data collection used:
Explain how the data was presented and analysed:
Outline the conclusions drawn: What influenced the choice of clothing? Which influence was the strongest?
Other:

Name: Class: Date:

Worksheet 9: Fashion for free – using recycled materials

Write a report about the accessory/item of clothing you made. Use the following points to help structure your report.

- ▶ What are three things that influence our choice of clothes and accessories?
- ▶ Which one has the most influence on you?
- ▶ What accessory/item of clothing did you chose to make?
- ▶ Give reasons why you think your accessory/item of clothing would appeal to 10 to 12 year olds. Provide details from the research data.
- ▶ Which reused or recyclable material did you use to make your accessory/item of clothing?
- ▶ Explain how you were able to successfully change the colour of the material you used.
- ▶ Explain how the design you used allowed you to successfully create the accessory/item of clothing.
- ▶ Did you make the accessory/item of clothing within the budget allowed?

Solutions

Solutions for Worksheet 1: Clothes stories

Responses will vary. Students complete the table, listing and explaining their choice of weekend clothing.

Solutions for Worksheet 2: Influences on our choice of clothes: Cost

Responses will vary. Students are provided with a range of clothing websites and catalogues and brochures advertising casual clothing for 10 to 12 year olds. Students use these to complete the table and tally their costs, ensuring they do not exceed their given budget.

Solutions for Worksheet 3: Influences on our choice of clothes: Suppliers

Responses will vary. Students complete the table, recording the different places they find clothes and what influences them to buy or source them from those places. For example, department stores, supermarkets, clothing shops, vintage/second-hand shops, homemade, hand-me-downs from older siblings.

Students select their favourite place to buy or find clothes and conduct online research to find out more about that place. Then they respond to the questions.

Solutions for Worksheet 4: Influences on our choice of clothes: Peers

Responses will vary. In pairs, students interview their partner to find out who influences their choice of clothes and accessories. They record their partner's responses. When they have completed their interviews, students tally the results for the class and discuss whether peers are a strong influence.

Solutions for Worksheet 5: Data collection

Responses will vary. Students identify their own research question. They plan and then collect and analyse the data. The teacher guides students through the worksheet, scaffolding how to plan for data collection and providing examples/models to support students' learning.

Discussion (explained by the teacher in terms that Year 5 students can relate to) may include:

- ▶ **Sample size** – to ensure that the sample is representative of the whole population (all the 10 to 12 year olds in the school), the sample should be sufficiently large, and its members should be randomly selected. In this simple case, sample size would be a matter of judgement.
- ▶ **Random sampling** – a biased sample is one that is biased towards, or favours, part of the population. It might contain more of a particular group within the population (for example, more of a particular gender, age group or friends). Therefore it is not representative of the population being sampled. A sample from a population is said to be a random sample if it is chosen so that every member of the population has an equal chance of being selected. For example, if the population is small enough, each item in it can be given a number. These numbers can be written on cards, which are then well shuffled, and the number of cards corresponding to the size of the sample are withdrawn. School rolls could be used for this purpose, where each student is assigned a number.
- ▶ **Stratified random sampling** – this is a sample taken from a population so that the number selected from each stratum (in this case, 10, 11 and 12 year olds) is proportional to the number in the stratum.

For example, if there were 56 10 year olds, 32 11 year olds and 40 12 year olds at a particular school, and a sample of 30 was to be chosen to participate in a school survey, determine how many students from each age group should be selected.

Total number of students = $56 + 32 + 40 = 128$

Number of 10 year olds needed = $56 \div 128 \times 30 = 13.1$ so select 13 students

Number of 11 year olds needed = $32 \div 128 \times 30 = 7.5$ so select 8 students

Number of 12 year olds needed = $40 \div 128 \times 30 = 9.4$ so select 9 students

Activity 5 suggests that all the 10 to 12 year olds in the school will be involved in the research, therefore the teacher will need to assist with the allocation and selection of each student's sample. The teacher may discuss the idea of stratified random sampling with the class, and may nominate appropriate numbers of each age group (and gender) to students' samples, depending on the chosen sample size. The teacher should ensure that student samples are randomly selected. For example, the teacher should check that students are not simply choosing their friends.

- ▶ **Questionnaires** – a survey questionnaire usually begins with a brief statement of who is conducting the survey and its purpose. This is followed by a series of numbered or coded questions. The questions should be simple and straightforward, should not be biased or ambiguous, and should be capable of being answered concisely. Questions should either have answers to be circled or ticked, or should be open-ended, with the answers to be written in by the person being interviewed or by the interviewer. The last questions on a questionnaire usually require the gender, age group and other relevant details of the person being interviewed.

Below is a sample questionnaire students could use. Alternatively, they may simply ask each student what influences their accessory and clothing choices, without providing them with a list to respond to.

Sample questionnaire

My Year 5 class is carrying out research to identify what influences accessory and clothing choices by 10 to 12 year olds. As part of this research, we ask you to complete this questionnaire by ticking your response where appropriate.

1. Which one of the following influences your choice of clothes and accessories the most?
 - a. Parents/carers
 - b. Friends (peers)
 - c. TV celebrities
 - d. Brothers/sisters
 - e. Sports stars
 - f. Pop singers/bands
 - g. Cost
 - h. Clothing retailer/store (please specify) _____
 - i. Advertising (please specify) _____
2. Could you please indicate your
Gender: Male Female Age: 10 11 12

Sample table for collection of responses

Students tally responses and enter data in the table. They may decide to organise their data according to influences only, or include age groups and/or gender as well.

Influence	Female age groups			Male age groups		
	10	11	12	10	11	12
Parents/carers						
Friends (peers)						
TV celebrities						
Brothers/sisters						
Sports stars						
Pop singers/bands						
Cost						
Clothing retailer/store						
Advertising						

Solutions for Worksheet 6: Modelling data display

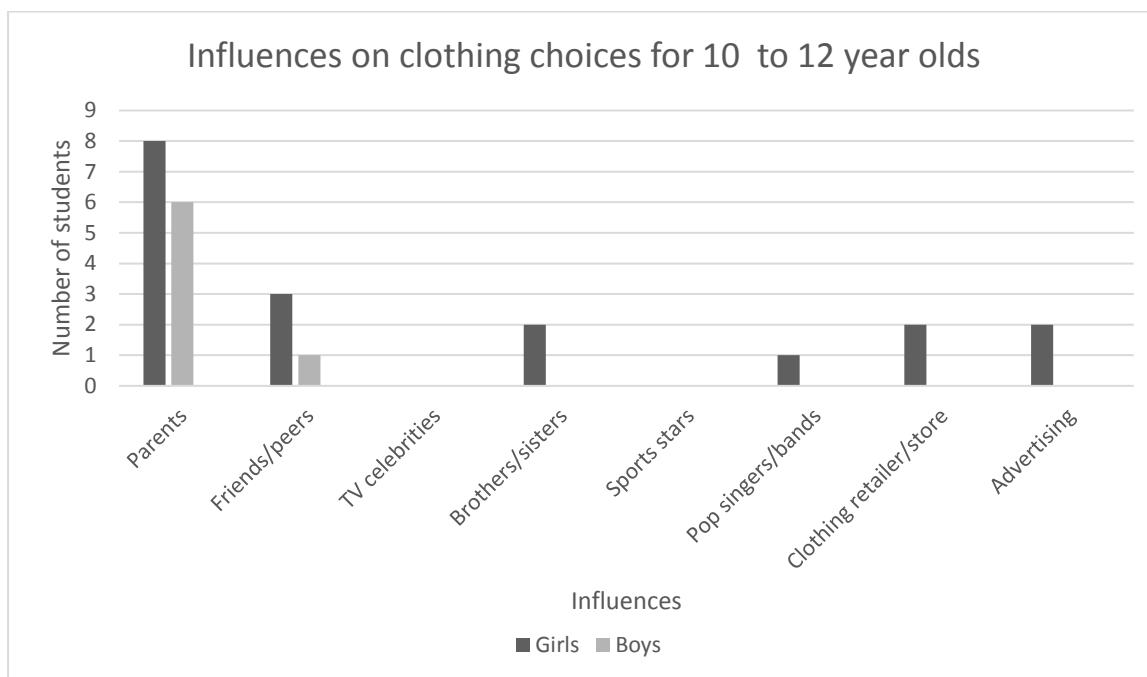
The teacher uses this worksheet to revise types of graphs and their appropriateness to display different types of data.

Solutions for Worksheet 7: Data display

Students create a graph (on graph paper or using Excel) or table to show what influences 10 to 12 year olds' choice of clothing. A bar graph would be appropriate for displaying this discrete data. A title, an appropriate scale and labelled axes need to be included.

In groups of four, students present their data and use the given criteria to complete the assessment table on the worksheet.

Example graph (for a sample of 25 students)



Solutions for Worksheet 8: Data analysis and presentation

Students analyse their data and draw conclusions if possible. Any issues with the data collection are discussed; for example, the size of the sample may have been too small to provide conclusive findings and therefore sample size should be expanded in any further research. The teacher models and encourages students to report using percentage figures if appropriate. Students should consider how the variable of who buys (pays for) the clothes might have an impact on clothing choices for 10 to 12 year olds.

Solutions for Worksheet 9: Fashion for free – using recycled materials

Suggested summative assessment

Each student uses the questions and points on the worksheet to prepare a report about the accessory/item of clothing that they made.

The following questions may assist in determining the students' learning outcomes:

- ▶ Were students able to select an appropriate reused or recycled material?
- ▶ Could they successfully change the colour of the material?
- ▶ Were they able to use an appropriate design for their selected accessory or item of clothing?
- ▶ How successful were they in making their accessory or clothing item within the given budget?