MIDDLE SCHOOL LANGUAGE ACQUISITION: FAST FASHION

Submitted by Laura Owens, Head of Modern Languages at International School Basel

LEARNING PLAN OVERVIEW

Subject(s)	Language Acquisition
Grade Level (s)	Middle School (ages 12- 13)
Systems Tool(s)	• Sustainability Compass • Systems Iceberg
Purpose of Using Tool	• Research • Critical Thinking • Discussion • Action Planning
Summary	Students will use the Sustainability Compass and Systems Iceberg tools to explore the issues surrounding fast fashion, to help them plan and research for a piece of writing that aims to persuade their peers to avoid fast fashion.

Learning Objectives

To understand the issues around fast fashion, and then research some of these to help students persuade their peers to buy less fast fashion.

Material and Settings

• Sustainability Compass
• Systems Iceberg

Learning Context

So far students have completed a case study on child labour and discussed 'what is fair trade?'. They have also received feedback on listening and writing activities as well as a presentation on

fair trade. Students have read about fair trade and child labour, as well as a little about fast fashion, in German.

Purpose of Using the Systems Thinking Tools

I want students to see some of the advantages as well as the disadvantages of fast fashion, to allow them to create a more effective piece of persuasive writing. I feel that the Sustainability Compass allows students to see more of the whole picture, and the Systems Iceberg gives them a deep dive into the mentality behind some of these issues.

Learning Plan Step-by-step Description

Students start with the Sustainability Compass task about fast fashion. They will complete a word sort, so that they understand how the Sustainability Compass tool works.

Then they choose an 'event/problem' from the Sustainability Compass task, which they will use with the Systems Iceberg model to try to find out some of the trends/mental models behind fast fashion. Students will work their way down the Systems Iceberg to discuss the mental models and then come back up the Systems Iceberg to try to find some possible solutions/how to change the mentality.

The Systems Iceberg will then be used to structure their research for a persuasive writing piece which aims to encourage their peers to change their buying habits.
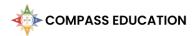
REFLECTION

Plusses

The tools really helped students to consider the thoughts and processes behind the actions and events that they had pinpointed at the start. This then gave them a deeper understanding of how they might suggest solutions that would make a difference and possibly change the thinking or the structure behind the behaviour.

Areas for Improvement

I struggled a little at the beginning to explain the Systems Iceberg tool. It helped to go back to the Sustainability Compass to find ideas for events - this was a suggestion from Elaine after our conversation. I also found it difficult to do this with a German language lens. I think my class do not yet have the language to discuss their thoughts with the Systems Iceberg tool. In future in

German I would probably use the Sustainability Compass for the lower levels and introduce the Systems Iceberg tool with the more advanced speakers.

EVIDENCE