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Innovative practices for youth workers to support young people using sustainable fashion as a way to create inclusive spaces

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PR2 FABLE G-local Hubs for young people

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1. Essential Elements of the G-Local Hubs

1.1. G-Local Hub – what is it?

G-Local Hubs are safe and inclusive itinerary spaces, born to stimulate young people. They turn into action the creativity-oriented approach developed under PR1 in order to facilitate the organisation of activities for young people, using sustainable fashion as an instrument.

The main goals of the G-Local Hubs are to:

- 1.1.1. stimulate critical thinking, and based on this, also behavioural change and motivation to sustain this behavioural change;
- 1.1.2. promote the acquisition of youth entrepreneurship skills through sustainable fashion;
- 1.1.3. stimulate creativity;
- 1.1.4. create sense of belonging to a community;
- 1.1.5. stimulate a change of mind and perspective towards a green transition and an ethical approach to the fashion world.

1.2. G-Local Hub – Itinerary

1.2.1. Approach – Values and principles of interacting with the young people in the G-Local Hub

- **Acceptance and Appreciation**

The young people, with their personal life paths and careers, personality traits, characteristics, skills, strengths and weaknesses in their "so-being", must be accepted and valued first.

- **Diversity and inclusivity**

Every person is individual and unique: with a specific socio-cultural background, grown up in certain historical and geographical contexts, with individual life experiences and living conditions, with a highly individual way of thinking, acting and feeling. FABLE G-Local Hubs welcome and celebrate diversity.

- **Trust**

One of the main tasks of the G-Local Hubs is to create a safe and inclusive environment. That is why participation is voluntary and can be interrupted or terminated at any time. All contents discussed remain 'in the hub' and are not passed on to outsiders. Each participant takes care of him/herself: this means that they can express their needs and wishes concerning the process and the content at any time.

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- **Sustainability**

G-Local Hubs are meant to be sustainable in different aspects. On one hand the materials used will be sustainable (waste, recycled, reused and s.o.) On the other hand the G-Local Hubs will be designed to be inexpensive and easily replicable in various environments.

- **Respect**

FABLE youth workers, facilitators and experts respect all the people they deal with in the course of the project and during the implementation of the laboratories in the G-Local Hubs. The G-Local Hub activities are underpinned by ethical considerations and the youth workers, facilitators and experts exhibit ethical behaviour by showing: respect for the rights and dignity of the person; competence; responsibility and integrity.

- **Empowerment**

The FABLE approach considers all young people as well as the group as an expert. The people we work with are the experts of their lives. They carry within themselves the ability to activate their inner growth.

By 'the group is the expert' means that questions, topics, ideas and impulses are always discussed in the group or arise from it. The role of the FABLE trainer is to act as facilitator, to bring the group into the discussion, to bundle the contents of discussions and so on. The trainer is not seen as a hierarchically superior or 'expert' who passes on their knowledge to the participants or evaluates the content.

- **Young person - centred**

Our approach for interacting with the young people is centred on them. FABLE youth workers, experts and facilitators are: open; appreciative and empathetic; authentic and self-reflective. We let the young people lead the way towards achieving the most in our laboratories.



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2. Toolbox and Toolkit

2.1. Toolbox: G-Local Hub Space

2.1.1. How to design the space?

The laboratories will be realised by transforming into educational spaces even areas that usually are not. This with particular regard to the replicability and transferability of the proposed model.

Characteristics of the space (G-Local Hub):

- It is safe and inclusive, based on the values and approach described above.
- It is flexible. It doesn't have to be a specific educational space. The G-Local Hub Space is designed in a way that we can take it closer to the young people we want to work with. We should be able to move it easily to a local community centre or a local park, so that we can reach our target group in a way that is comfortable and inspiring for them.
- It is easy to replicate. Any interested youth worker can easily replicate the space.
- It is low budget. The resources and materials needed are inexpensive. Collecting them is not very time consuming.
- It is sustainable. The values of sustainability are applied in every aspect.
- It is an educational environment. It is called space, but it can be inside, outside or online. It can be a different space for every laboratory. The walls don't define it. Its defining characteristic is that it promotes learning.

2.1.2. How to provide the materials?

The materials that will be used in the G-Local Hubs will be sustainable, promoting sustainable use of resources and also inexpensive. For example, FABLE activities may give new life to waste materials. Waste materials from the modern household, which can be found in each family can be turned into new objects, like accessories, bags or games.

The G-local Hub for young people should require a modest amount of materials (using the concept of sustainability and recycling) and, in any case, not expensive.

2.2. Toolkit: Guide how to design and implement the G-Local Hub laboratories

FABLE applies a holistic approach to learning. The innovation of the G-Local Hubs is, among others, in figuring out a combination of multiple approaches Art Based Learning, Creative Tinkering and Sustainable Fashion. The FABLE methodology uses these approaches to inquire into sustainable fashion from different perspectives and to create awareness on the topic of waste resources in the local community. This type of approach stimulates creativity and motivation in acquiring transversal competences for the future, for example entrepreneurship and citizenship to build together something that can significantly make a difference. Motivation of the young people is increased by discovering the beauty of multiple disciplines that may differ from those they are used to in their formal educational curricula.

3. Templates for describing G-Local Hub - Toolbox and Activities - Toolkit

In case you want to develop your own laboratory and activities, here are some templates that can be helpful.

Template for General Description of the G-Local Hub Laboratories

Topic of the G-Local Hub Laboratory	
The target group you will address	
Objectives	
Learning outcomes	
Content	
The places you will set the G-Local Hubs	
Other instructions for facilitators	

Template for Toolkit of the Laboratory Activities

Topic	
ACTIVITY 1	
Objectives	
Preparation	
Total duration	
Description	
Materials	

4. G-Local Hub Laboratories

4.1. Creative Workshop on Sustainable Fashion

Topic of the G-Local Hub Laboratory	Creative Workshop on Sustainable Fashion
The target group you will address	Young people - 16-30 years old. A group of 10-20 young people would be optimal with the support of one facilitator.
Objectives	Participants of this G-Local Hub learn about sustainable fashion, share their thoughts and experience on the topic and create their own concept of it, using art.
Learning outcomes	<ul style="list-style-type: none"> • Participants discuss the topic of sustainable fashion, share their thoughts, best practices • They explore how this topic affects their daily lives • They use waste materials to create art pieces this way they learn to express their thoughts through art • They become familiar with their peers' ideas on the topic and how they approach it • They develop their communication skills, creativity, self-expression
Content	Participants discuss the topic of sustainable fashion, share their own ideas during a facilitated world café discussion. As an outcome of the discussion, they pick a topic within the framework of sustainable fashion that is the most important for them. They create an art piece around this specific topic, using waste materials which later on they exhibit to the other participants. They reflect on the whole process, sharing their thoughts and discussing what they bring from it with them.
The places you will set the G-Local Hubs	Closed spaces, classrooms, youth centres where participants have space to sit down at tables and create.
Guidelines for youth workers how to collect the materials	Waste materials should be collected in time beforehand. Make sure that you leave enough time to collect everything. It is important that the materials are cleaned before the activity and in a condition that it can be used during the program.
Other instructions for facilitators	Try to involve participants in the collection of materials as well. When promoting the activity and inviting participants, encourage them to collect their own materials that can be used during the workshop. This way, they will be more involved already before the project and they can have a new aspect of dealing with waste.

Laboratory Activities

Topic	Sustainable Fashion Discussion
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ACTIVITY 1	Sustainable Fashion Café
Objectives	Participants share their thoughts on sustainable fashion in groups, discussing different questions. This way, the topic is introduced and they can share their own thoughts, ideas, experiences about it, while they also need to listen to others as well. They share best practices on how they make sustainable choices in their own lives and discuss what possible solutions could be done for sustainability matters.
Preparation	Prepare three flip chart papers with 1 question written on each. Place each paper on a table and put an equal amount of chairs around the table. Put some markers on the table.
Total duration	45 minutes
Description	<p>Introduction: 5 minutes</p> <p>Participants sit at tables in groups. Each group chooses a note taker who will be sitting at the same table for the whole activity, taking notes. The facilitator introduces the activity, the topic of sustainability and sustainable fashion, and goes through the process. They introduce the three questions that are on the table, and make clarifications.</p> <p>Rounds of discussion: 30 minutes.</p> <p>There will be three rounds of discussion. Each round will take about 10 minutes. Participants discuss the questions that are in front of them on the paper. They put some answers on the paper - it can be their individual answer or solutions that they came up with together.</p> <p>After each round, participants move to the next table - except the note taker, who stays at their place. When participants are seated, they read the next question, start the discussion and follow as previously.</p> <p>Presentation & Reflection: 10 minutes</p> <p>Each note taker presents the results of their table. They read what is written on the paper as answers to the questions, they highlight the most important points of the discussions. The others can add to it, discuss it with each other if they agree/disagree with the mentioned points.</p> <p>At the end of the discussion, the facilitator asks each participant to write down on a piece of paper what was the most important subtopic/expression/thought for them within the topic of sustainable fashion that came up during the discussion.</p> <p>Possible questions for the World Café:</p> <ol style="list-style-type: none"> 1. Have you faced any challenges in implementing sustainable practices in your fashion/style? 2. How often do you buy new clothes? Do you prefer to buy fast fashion or invest in high-quality sustainable pieces?

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	<ol style="list-style-type: none"> 3. How do you dispose of your clothing once you no longer need it? 4. Do you think sustainable fashion is accessible to everyone? 5. What motivates you to choose sustainable fashion over fast fashion? 6. What sustainable practices do you use in your daily life in the area of fashion?
Materials	Flipchart papers, markers

Topic	Sustainable Fashion - Art
ACTIVITY 2	Creative Collage
Objectives	Participants create their own concept of sustainable fashion using art. Using waste materials, they are going to create their own collage pictures, which represents the topic/expression/thought they picked at the end of the previous activity. This way, they learn how they can express themselves and their thoughts through art and they develop their creativity. By the end of the activity, they might also have a different point of view regarding what waste materials are and what it can be used for.
Preparation	Prepare the materials that can be used for the collages, scissors and glue sticks for each participant.
Total duration	1 h 30 min
Description	<p>Introduction: 5 minutes</p> <p>Creation of the art pieces: 45 minutes</p> <p>Participants sit around the tables, and work on their own piece of art around the concept that they picked at the end of the previous activity. The topics they are working on is a secret, they cannot share with the others. They can move around the room any time, use any material they find, but they should leave space for each other to work on their own piece. Participants create their own piece of art, using the materials. They give a title to the art piece.</p> <p>Exhibition: 15 minutes</p> <p>Participants create an exhibition from their art pieces. They look at each other's pieces and observe them. They write down for themselves some notes about the pieces, trying to figure out the concept, they can try to give it a title as well.</p> <p>Reflection: 20-25 minutes</p>

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	<p>Participants share their art pieces one by one with their original titles and talk about their concept. The others can add what they observed, what they thought about the pieces. The facilitator asks some questions at the end of the round regarding how they felt during the process, what learning points they had and what they can take away for their daily lives.</p> <p>Possible questions:</p> <ol style="list-style-type: none"> 1. How did you feel during the process? 2. How was it for you to look at the other art pieces? What did you think about them? Was it difficult to find a title? 3. What do you take from this workshop? 4. Is there something you would have added as part of the workshop? 5. Do you think this workshop will help you in your decisions to become more sustainable in fashion? What will you do differently than before?
Materials	Scissors, glue sticks for each participant. Waste materials that can be used for the activity, such as: cardboards, newspaper, plastic bags, textile

4.2. Sustainable Fashion – Impro Debate

Topic of the G-Local Hub Laboratory	Sustainable Fashion - Impro Debate
The target group you will address	Young people - 16-30 years old. A group of 10-20 young people would be optimal with the support of one facilitator.
Objectives	Participants discuss the topic of sustainable fashion through theatre and role playing which allows them to get to know different perspectives, thinking out of the box, while they develop their ability to listen to others as well.
Learning outcomes	<ul style="list-style-type: none"> • Participants discuss topics related to sustainability, they deepen their knowledge on the topic • They practise different roles and role playing, this way can have a look into different aspects, they can explore the topic from different points of views. • They practise listening, observation
Content	After participating at energizer games which helps participants to get into the topic and boosts their energy, participants take part in debates. Some of the participants will be the ‘active players’ in this role-playing debate and will discuss the topic that is given to them, playing the roles. ‘Passive players’ observe the discussion, taking

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	notes. Participants reflect on the process, discuss how it was to play the roles, how it was to observe.
The places you will set the G-Local Hubs	The place of the Hub can be anywhere - it can be a closed space, a classroom or youth centre or it can also be held outside.
Other instructions for facilitators	The questions of the debate should be written down on bigger papers in order for all participants to see it. Before the debates, pens and papers should be given to participants, so that they can write down their thoughts before and during the debate. Characters should be written on smaller pieces of paper and should be put in a hat/box so that active players can pick from it.

Laboratory Activities

Topic	Sustainability Discussion
ACTIVITY 1	Rapid Discussion
Objectives	To introduce the topic of sustainability, to get participants engaged, discussing, sharing their ideas and experience on sustainability.
Preparation	-
Total duration	20 minutes
Description	<p>Participants stand in 2 circles (an inner and an outer one), everyone facing someone else. We ask questions to which each participant has 1 minute to answer. The pairs talk to each other. After both of them have answered the question (after 2 minutes), the inner circle moves by one person. We ask the next question.</p> <p>Question ideas:</p> <ul style="list-style-type: none"> ● What does sustainability mean to you? ● What is your attitude toward sustainability? ● What is the biggest problem we are facing regarding sustainability? ● What could be the solution to the problems? ● What kind of obstacles do we have? ● Whose responsibility is it to make changes? ● Tell 3 things a person can do on an individual level. ● What will the world look like in 20 years?
Materials	-

Topic	Sustainable Fashion - Debate
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ACTIVITY 2	Impro Debate
Objectives	To discuss topics regarding sustainability. To learn how to debate, how to play roles and think from different perspectives.
Preparation	Some tables with chairs, papers and pens need to be prepared. Chairs need to be arranged into two circles: one inner circle with 4-5 chairs (depending on the number of participants), the rest of the chairs go to the outer circle. Characters need to be written on pieces of papers which participants later pick from.
Total duration	2h - 2h 30 min
Description	<p>Ice breaker: Role Playing practice - “It was you, no it wasn’t, who was it?”</p> <p>Participants stand in a circle. The first person who starts the game points at someone and says “It was you”. Then the person who gets this sentence points at a third person and says “no I wasn’t”, and then this third person points at a fourth one and says “who was it”. Then the fourth person points at someone saying “it was you” and then the whole process starts from the beginning, and so on. After explaining the instructions we tell the participants that these sentences can be said anyhow! They can be asked, shouted, simply stated, a small movement can be made, they can pause, and so on - they can try any style and attitude they would like!</p> <p>Fishbowl debate with a touch of improvisational theatre:</p> <p>There will be 2-3 rounds of discussions where participants discuss a topic related to sustainability. In each round, there will be ‘active players’ (4-5 people, depending on the number of participants) - participants who are going to play roles/characters, discussing the given question. ‘Passive participants’ observe the discussion, taking notes.</p> <p>During the preparation of each round, participants are given a topic, and they need to prepare. Active participants prepare some thoughts as their character would react. Passive participants prepare their own thoughts and some points for observation as they are going to look at the debate from the outside.</p> <ol style="list-style-type: none"> 1. Round of debate: 30 minutes <ul style="list-style-type: none"> ● participants prepare - 10 minutes ● active participants sit in the inner circle and discuss the topic - as their characters. - 20 minutes ● passive participants observe the discussion, make notes 2. Round of debate: 30 minutes

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- previously passive participants become active participants, they pick characters. Participants get a new question
- participants prepare - 10 minutes
- active participants sit in the inner circle and discuss the topic - as their characters. - 20 minutes
- passive participants observe the discussion, make notes

There can be more rounds, depending on the number of participants - try to make sure that all participants are in the inner circle as active players at least once.

Possible topics / questions for the debate are:

- The greatest threat to our planet is the belief that someone else will save it.
- An individual cannot do anything about climate change.
- Sustainability is just a buzzword until it's inconvenient or expensive.
- Plastic actually is good for the world.
- Are we sacrificing the long-term health of the planet and future generations for short-term economic gains?
- Are we failing to learn from history and repeating the same mistakes that led to past environmental disasters, such as the collapse of ancient civilizations?
- Are we being too optimistic about the potential for future technological breakthroughs to solve the climate crisis, (and failing to take action based on the knowledge and tools we already have)?

Possible characters:

- A political leader who is just talking and not acting
- A 60 year old person who likes to talk about times when they were younger
- A character that speaks as he/she is in a funny sitcom (make punny jokes, be extra, look at an imaginary camera)
- A teenager with exaggerated feelings about the debate topic, they become emotional at times explaining their stance
- A character that is a profound philosopher who is very pessimistic/optimistic about his stance and speaks in old English with difficult words. (thy, thee, thou, doth)
- A character that acts like a detective, trying to find who is responsible

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	<ul style="list-style-type: none"> ● A CEO of a multinational company who is all about profit making ● A youngster who is a sales person at a fast fashion shop ● A 40 years old farmer, who moved out from the big city to grow his own food, and thinks this is the best way to live in the future for everyone <p>Reflection: 30-45 minutes</p> <p>Participants reflect on their process, discuss how they felt during it, how it was to play the different roles. They sit in a circle and the facilitator asks (some of) the following questions from the participants. They can let the discussion flow, make sure to talk about the aspects that participants are really interested in. Beside sharing their feelings, also reflect on the situations so we can have a deeper understanding of the conflicts between the different characters.</p> <ol style="list-style-type: none"> 1. Initially let everyone say a word that describes this debate! 2. What are your first impressions on the debate? How do you feel now? 3. How was it to play your character, to speak from the perspective of them? Did you find it easy/difficult? Is it similar to your real character? Did you agree with them? 4. Could you empathise with the characters? Who did you find the closest character to you? 5. How did you feel watching the debate from the outer circle? How was it that you couldn't share your ideas? Did you want to be part of the debate? 6. What did you notice when you were watching from outside? What do you think was the most interesting aspect? 7. What were the most realistic parts of the debate? Can you think of situations similar to the parts of our debate that you have experienced or seen in real life? 8. What were the points where there was the biggest agreement/disagreement? Why is it easy/difficult to agree on those points? What generated the conflicts? 9. What could be possible solutions? How could these people come to an agreement? How could the different characters contribute to (accepting) the solutions?
Materials	Pens, paper, chairs, tables

4. 3. Slow Fashion: Natural Dyeing of Textiles

Topic of the G-Local Hub Laboratory	Slow Fashion: Natural Dyeing of Textiles
The target group you will address	Young people 18 – 30 years old
Objectives	<p>This laboratory is devoted to the terms, techniques and materials involved in the natural dyeing process. All the participants will be able to design and produce textile samples and/or pieces of clothing by means of Slow Fashion practices.</p> <p>Participants will be introduced to the significance of sustainable fashion practices, the origins of the Slow Fashion idea and its different concepts: eco, ethical, sustainable, recycle fashion, fair trade, etc.</p> <p>The creativity and entrepreneurship competence of the participants will be developed.</p>
Learning outcomes	<p>During the natural dyeing laboratory, the young people will learn more about sustainable fashion. They will be motivated to mind and promote sustainability in fashion and to make responsible fashion decisions in their day-to-day life.</p> <p>The young people will also learn about different professions in the fashion industry and will be inspired to think of a career in this field or even of their own entrepreneurial ideas in this field.</p> <p>During the workshop the young people will apply and boost their creativity.</p> <p>The attitude towards responsible and sustainable living will be enhanced.</p>
Content	<ul style="list-style-type: none"> ● Activity 1: Theoretical part: 30 min <p>Students will learn facts about the impact of fast fashion on our planet. They will be provided alternative ideas on how to save nature and create more responsible and sustainable fashion.</p> <ul style="list-style-type: none"> ● Practical training in natural dyeing: 2 hours <p>Students will collect plant materials for dyeing and will explore the opportunities of obtaining different colours by natural dyes.</p> <p>The method combines creative tinkering, art-based learning and sustainable fashion.</p>
The places you will set the G-Local Hubs	<p>(ex: association's offices/places, public spaces, schools, ...)</p> <p>The laboratory can be set at any place which has the following characteristics:</p> <ul style="list-style-type: none"> ● is easily accessible for the target group;

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	<ul style="list-style-type: none"> • offers a relaxed and creative atmosphere; • has access to electricity (for 1 or 2 hot plates) and running water.
Other instructions for facilitators	The participant should be actively involved in both activities of this laboratory. In the theoretical part, the facilitator should include the audience in a discussion about their views, knowledge, experience and ideas about how to create sustainability in fashion. In the practical part - the dying activity - the young people should be informed preliminarily about the needed materials and actively participate in the procurement of these materials. The main point of sustainability should be underlined - we do not buy what we can find already available within our household or community of friends, so that we can use it and decrease unnecessary buying and consumption.

Laboratory Activities

Topic	Natural Dyeing. Why Slow Fashion?
ACTIVITY 1	Learning Activity on the topic of Sustainable Fashion and Natural Dyeing
Objectives	To introduce the topic of sustainability, to get participants engaged, discussing, sharing their ideas and experience on sustainability.
Preparation	The facilitator should get acquainted information in the presentation material and should prepare to manage a discussion with the participants on this topic
Total duration	30 minutes
Description	Facts and information are provided about: the impact of the fashion industry on the environment, ecological and social consequences; emergence of the idea of opposing over-consumerism; emergence of the concept of "slow fashion"; a look at authentic pre-industrial textile production and dyeing practices; natural sources of dyes.
Materials	In order to show presentation slides (see Annex 1), the facilitator needs a screen, a computer (laptop) and a projector.

Topic	Natural Sustainable Dyeing
ACTIVITY 2	NATURAL DYEING OF TEXTILES

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Objectives	To explore the palette offered by local natural dyes and to apply it to textile pieces or clothes
Preparation	Collecting textile pieces, mordants and natural dyes
Total duration	2 hours
Description	<p>1. Textile materials are prepared for dyeing by first being fixed in alum (potassium aluminium sulphate) - $KAl(SO_4)_2$ (or other mordant, incl salt) for 30 min. A spoonful of potassium aluminium sulphate is dissolved in a large pot of boiling water (5 L). A spoonful of vinegar is added. The textile material is immersed, pre-wetted, and boiled for 30 minutes. The mordants are needed mainly when we try to keep the dye so that it does not fall during washing. In case you do not have a mordant, you can skip this step.</p> <p><i>Optional step: While the fixation process lasts, the facilitator may acquaint the participants with the theoretical basis, thus combining Activity 1 and Activity 2 from this G-Hub Laboratory in one session.</i></p> <p>2. Textile materials are washed with water.</p> <p>3. The dyes are placed in containers with boiling water. Boiling lasts 10-20 minutes. The rule of natural dyeing is that the bigger amount of dye you put in the pot - the more intense the colour will be. You can start with adding 1 tablespoon of the dye product and later motivate the participants to add more of the dye product and see how the colours of the textile materials are changing accordingly. Take the opportunity to spark the curiosity of the young people and engage them actively in the process of textile dyeing.</p> <p>4. Optional: The textile materials are processed with various techniques (tie-dye, shibori). Tie-dye is gathering many small portions of material together and tying them tightly with string before immersing the cloth in the dye bath. Shibori is a Japanese manual resist dyeing technique used on textiles to create patterns that spread unevenly across the fabric. See more in the videos: https://www.seamwork.com/articles/shibori-dyeing https://www.youtube.com/watch?v=32LgqGhAzYc</p> <p>5. The textile pieces are placed in the vessels with dyes. Keep each textile minimum 2-3 minutes in the pot. The longer they stay in the dye bath, the deeper hues you will get.</p> <p>6. The textile materials are removed, washed with water and allowed to dry.</p>
Materials	<p>1 or 2 hot plates 3-6 big pots 5-6 big jars gloves aprons</p>

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	<p>big wooden spoons soup spoon string laver (optional) wooden clothes pegs running water natural textile pieces (preferably silk, wool, cotton)</p> <p>Dyes: Onion skins red and yellow – <i>Allium cepa</i> Sumak (spice) – <i>Rhus coriaria</i> Henna - <i>Lawsonia inermis</i> Turmeric (spice) – <i>Curcuma longa</i> Madder roots – <i>Rubia tinctorum</i> Tea leaves (used) - <i>Camellia sinensis</i> Chokeberries (fruits) - <i>Aronia</i> Red cabbage - <i>Brassica oleracea</i></p> <p>Mordants: Alum (potassium aluminium sulphate) - $KAl(SO_4)_2$ (can be found in the pharmacies) Copper sulphate - $CuSO_4$ Iron sulphate - $FeSO_4$ (two compounds above can be found in the agrarian pharmacies and perhaps garden centres because they are used for treatment and prevention in plants) Vinegar Salt See Annex 1 – Presentation “Natural Dyeing. Why Slow Fashion?”</p>
<p>Guidelines for youth workers how to collect the materials</p>	<p>All dyes are available in households or shops; some of them can dye after being used in the household (coffee and black tea after brewing) or are cooking waste (onion peels, carrot peels, red cabbage scraps). Mordants can be purchased from an agro-pharmacy, market or laboratory supply store. Textile scraps are waste material in any garment production. In thrift shops, you can find clothes made of very valuable textiles.</p> <p>Protein based textiles (silk, wool) work better with natural dyes. However, some of the dyes are really strong (turmeric, blueberries, madder roots) and can have an impressive effect on cotton</p>
<p>Other instructions for facilitators</p>	<p>Make sure that in the process of preparation for this activity all participants are involved and they are contributing to finding and collecting the needed materials and stuff (i.e. hot plates, spoons, etc). The main point is to use already available stuff and not to buy excess products.</p>

4.4. Analysis and Action for Sustainable Fashion

Topic of the G-Local Hub Laboratory	Analysis and Action for Sustainable Fashion
Target group	Young people 16 – 30 years old. The proposed session could work well with 1 facilitator for 8-10 participants. If there are more participants, it might be helpful to include more facilitators and make the relevant time management arrangements. It is also possible to have these activities available as part of an ongoing process of reflection and action in the creative youth space (i.e. regular discussions on the matters addressed in a youth centre).
Objectives	Participants reflect critically, identify key aspects of sustainable fashion and respond with an action (a campaign and/or a social fashion project) that could be also empowering for them.
Learning outcomes	<ul style="list-style-type: none"> ● Participants become familiar with the main socio-economic and ecological issues related to the fashion industry. ● Participants identify what sustainable fashion could mean for them. ● Participants learn how to search for data and information regarding the topic of fashion. ● Participants learn to create simple creative campaign ideas on the topic of fashion. ● Participants experiment with the development of simple social and sustainable fashion business ideas and interventions.
Content	This particular session revolves around the critical examination of the fashion industry and sustainable fashion. It attempts to look into structural socio-economic and ecological aspects of fashion and move beyond greenwashing. This is being achieved through a process of reflection, research and experimentation on new ideas and actions related to social economy and sustainable fashion. It is divided into 3 activities (phases) that could be also used individually or as a combination (i.e. 1&2, 1&3, 2&3) in different sessions and settings. Combining all 3 of them together should give a more holistic and complete view on the effects of fashion, as well as the actions that young people could take to

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	address the impacts of unsustainable fashion industries and practices.
Other instructions for facilitators	<p>Be mindful about the diverse characteristics and needs of your participants as you might need to allocate more time or simplify some of the proposals included in this laboratory.</p> <p>Depending on the educational background of the participants, the activities can be simplified accordingly. Ideally, these activities, apart from the first one, should be addressed to university students or youth leaders that are interested in improving their analytical and organisational skills.</p> <p>You could use parts of the activities, mix and match them with previous G-local Hub's activities or develop new ones and make a totally new FABLE G-local Hub!</p>

Laboratory Activities

Topic	Sustainable Fashion
Activity 1	The Case of Fashion: Socio-ecological and Economic Aspects
Objectives	<p>Participants become familiar with the main socio-economic and ecological issues related to the fashion industry.</p> <p>Participants identify what sustainable fashion could mean for them.</p>
Preparation	No particular preparation is required. It would be nice to have participants in a physical space forming a circle or work in pairs for each question. The activity is possible to be organised in a digital space with participants' cameras turned on.
Total duration	30 min - 45 min (for max 15 participants)
Description	<p>The facilitator divides the participants in pairs (or in larger groups if there are more participants involved) and poses the following questions:</p> <ul style="list-style-type: none"> • What is fashion? What is your opinion about fashion? (3')

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	<ul style="list-style-type: none"> • What kind of pressures of the fashion industry on the environment, the society and the economy come to your mind? (5') • How could you respond to these challenges? How could fashion be sustainable? (5') <p>In plenary, each pair (or group) reports back on the main points of their discussion and together write down a collective set of qualities and practices that describe sustainable fashion. These will be their guiding principles for their work in the creative youth space (eg. use of less natural resources, renewable energy, ethical trade, etc.). Depending on the level of knowledge and expertise, participants could be provided beforehand with a set of information and resources regarding sustainable fashion (eg. articles, videos) or have a common experience with the participants beforehand (eg. watch a movie, read a relevant book). Check the list of resources in section Materials.</p> <p><i>Note: If this is the beginning of a session and participants have never met before, an ice breaker or name game might be an even better choice before this activity (eg. "share your name and introduce the group your favourite fashion item").</i></p>
Materials	<p>A flipchart paper and markers to record the participant's responses.</p> <p>Resources on Sustainable Fashion:</p> <ul style="list-style-type: none"> • The True Cost: Who Pays the Real Price for YOUR Clothes Investigative Documentary https://www.youtube.com/watch?v=5-0zHqYGnlo&t=1545s • Fast fashion - The shady world of cheap clothing DW Documentary https://www.youtube.com/watch?v=YhPPP_w3kNo&t=9s • The Story of Microfibers https://www.youtube.com/watch?v=BqkekY5t7KY • The Story of Cosmetics https://www.youtube.com/watch?v=pfq000AF1i8&t=103s • Fashion Industry Environmental, Waste, and Recycle Statistics https://edgexpo.com/fashion-industry-waste-statistics/ • Fashion & Textile Waste Statistics: Facts About Clothing In Landfills https://www.ecofriendlyhabits.com/textile-and-fashion-waste-statistics/ • Why clothes are so hard to recycle https://www.bbc.com/future/article/20200710-why-clothes-are-so-hard-to-recycle • The Aftermath of Fast Fashion

	<p>https://www.bu.edu/sph/news/articles/2022/the-aftermath-of-fast-fashion-how-discarded-clothes-impact-public-health-and-the-environment/</p> <ul style="list-style-type: none"> ● Fast Fashion Pollution and Climate Change https://earth.org/fast-fashion-pollution-and-climate-change/ ● Squeezing Us Dry: How The Fashion Industry Pollutes Water https://www.sustainably-chic.com/blog/how-the-fashion-industry-pollutes-water ● Why Fast Fashion Is a Social Justice Issue https://www.cfs.fashion/article/why-fast-fashion-is-a-social-justice-issue ● The Environmental and Health Impacts of the Cosmetic Industry https://earth.org/environmental-impacts-cosmetic-industry/
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Topic	Sustainable Fashion
Activity 2	The Case of Fashion: Analysis
Objectives	<ul style="list-style-type: none"> ● Participants learn how to search for data and information regarding the topic of fashion. ● Participants become familiar with the main socio-economic and ecological issues related to the fashion industry. ● Participants identify what sustainable fashion could mean for them.
Preparation	The physical or digital space should be able to host group work and access to the internet to collect data if needed. The facilitator may also prepare in advance useful resources, such as videos and articles, to support the process of group work. The first activity “The case of fashion: socio-ecological and economic aspects” could be very useful for advancing the knowledge on the issues that are addressed with this activity.
Total duration	2h 30 min- 3 h (for max 15 participants)
Description	Fast fashion companies have been promoting their new ethical and green techniques that are assumed to be in line with sustainability. However, although they might use more eco-friendly materials and advocate for these in marketing campaigns, they need to do more to

address the issue of sustainability and social justice, including ensuring fair wages and working conditions throughout their supply chains. And of course, it is their identity as a fast fashion industry and the patterns of overconsumption that they reproduce that should be questioned, not just their practices.

With these in mind, these activities invite participants to look deeper into the socio-economic and ecological impacts of the overproduction and overconsumption, as well as reveal the underlying structural processes that reinforce these impacts and could lead us to the roots of the problem.

Participants are divided into groups of 4-5 persons. Each group will go through a 3-step process where they will be asked to think as economic geographers, data analysts and sustainability social innovators to research and analyse the fashion industry as well as identify prospects for sustainable fashion. Each group selects fashion items that wish to analyse eg. clothes, jewellery, cosmetics. These items could be imaginary or actual items they use or wear. To make it more diverse, each group could work on a different fashion category.

Step 1. Economic geographer (45')

Each group has to consider the following questions:

- Where and how are your fashion items of interest (i.e. clothes) come from?
- Where and how are they produced and distributed?
- Where and how are they sold and consumed?
- Where and how are they disposed of when they cannot be used anymore?

The template “Linear Economy: Fashion industry” (**See Annex 2A**) could be used to guide the participants and collect their responses. Then, each group has 10 minutes to create a map on the template “Mapping: Fashion industry” (**See Annex 2B**) that shows geographically the origins and destinations of their selected fashion items.

Step 2. Data analyst (45'-60')

Each group has to look for particular data related to their selected fashion items. Here are some guiding questions:

- What kind of materials and natural resources are extracted and used to produce the selected fashion items?
- What type and amount of energy is used for their extraction, production and transportation?
- What is the typical amount of wastes related to fashion and your type of fashion you have selected?
- What about emissions?

	<ul style="list-style-type: none"> • What about chemicals and plastic? • How are they being produced? From whom and under what kind of socio-economic conditions? What about their wages? Who profits? <p>The template “Infographic: Fashion industry” (See Annex 2C) to guide this step is provided to each group. Each group is free to look for information and data of their own interest. Resources and materials related to the fashion items could be provided in advance.</p> <p><u>Step 3. Sustainability social innovator (30’-45’)</u></p> <p>Each group has to identify, based on their experiences and knowledge, good practices related to their selected fashion items. Here are some guiding questions:</p> <ul style="list-style-type: none"> • What does sustainable fashion mean? How could you spot and avoid greenwashing? • Which sustainable fashion practices do you know? • Are there any sustainable brands you follow? What are the characteristics of their products? • Are there any public initiatives that address the issue of sustainable fashion in connection to your selected items? • What about community interventions you might know or participate in? <p>The template “Good practices: Sustainable Fashion” (See Annex 2D) could be used to guide the participants and collect their responses.</p> <p>After all groups have finished with their tasks, each group will make a short presentation on what they have managed to put together. There could also be space for debriefing, comments exchange and additional input contributions based on the facilitator’s educational planning. It should be noted that this activity will provide participants with a solid base that is important to move on to the next step. This activity could be also excluded but the outcomes of the next activity might be probably less mature and informative.</p>
Materials	Flip chart papers, colour markers, pens/pencils and notebooks, access to the internet and digital devices if needed.

Topic	Sustainable Fashion
Activity 3	The Case of Fashion: Building Sustainable Alternatives

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Objectives	<ul style="list-style-type: none"> ● Participants identify what sustainable fashion could mean for them. ● Participants learn to create simple creative campaign ideas on the topic of fashion. ● Participants experiment with the development of simple social and sustainable fashion business ideas or interventions.
Preparation	<p>The physical or digital space should be able to host group work and access to the internet to collect data if needed. The facilitator may also prepare in advance useful resources, such as links and articles, to support the process of group work. The work from the previous two activities would be important for building their ideas.</p>
Total duration	1h 30 min- full day or more
Description	<p>The participants are being divided into smaller groups of 3-4. Each group decides on how they wish to approach the issue of sustainable fashion. If they wish to create a sustainable and social business idea related to fashion, they will go under the role of “creative entrepreneur”. If they wish to advocate for sustainability, justice and equality in fashion, they will go under the role of “activist”.</p> <p><u>Creative entrepreneurs</u> could use the activity and template of the FABLE e-learning course “How to create a sustainable creative or fashion intervention!”. Depending on the skills of the facilitator involved and the organisation hosting the activity, the group could be further supported in realising their idea through a mentoring programme (eg. social incubator).</p> <p><u>Activists</u> could use the template “Action for Sustainable Fashion” (see Annex 2E) to design a campaign that could be further implemented by the group or supported by the organisation hosting the activity.</p> <p>They will have to identify key messages, include justifications, form their message according to the target audience and create a campaign with an artistic form using their imagination and creativity. It could be a video, a play (eg. forum/street theatre), a photo exhibition, a digital collection of materials, anything creative and dynamic.</p> <p>Each group will have approximately 45’-60’ to work on their ideas and then come back to present their results in plenary. There could</p>

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	<p>also be space for debriefing, comments exchange and additional input contributions based on the facilitator’s educational planning.</p> <p>It should be noted that it is possible for a group to decide to initiate a particular <u>community intervention as part of the G-local Hub itself</u>. That would be the ultimate empowering step for the participants. Such community interventions could be regular clothing swaps, social creative workshops related to fashion (eg. repair cafes), movie nights dedicated to fashion, social fashion runways, etc. In this case, the facilitator could assist the groups with practical and organisational arrangements that would need to be considered (eg. decision making processes and conflict resolution for groups, important contacts and partners, financial and physical resources). Both the process and templates used would be useful. Of course, actual implementation of this community intervention could be done beyond the scope of this single activity.</p>
Materials	Flip chart papers, colour markers, pens/pencils and notebooks, access to the internet and digital devices if needed.

4.5. Sustainable Fashion: Marketing and Communication Strategies

Topic of the G-Local Hub Laboratory	Sustainable Fashion: Marketing and Communication Strategies
Target group	6 - 8 (max.) young people (age 18 to 30) Possibility of working with more young people, but need for more facilitators and undoubtedly more time in some of the final feedback sessions - discussions
Objectives	<p>Liberittuti (the partner that created this laboratory) has envisioned the development of its G-Local Hub with the aim of providing young people with the necessary tools to understand the challenges of sustainable fashion and to pursue greener career paths.</p> <p>Through these activities, the G-Local Hub aims to:</p> <ul style="list-style-type: none"> ● Foster an understanding of how the fashion industry operates in general, including all the stages of design, production, and commercialization. ● Comprehend the various professions involved, along with the financial, material, and human requirements at each stage. ● Explore different forms of commerce related to the fashion industry. ● Develop knowledge about sustainable fashion approaches.

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	<ul style="list-style-type: none"> ● Cultivate a critical mindset, particularly in relation to greenwashing practices that can sometimes be misleading.
Learning outcomes	<p>In this way, young people will be able to gain a concrete insight into the different professions of fashion and entrepreneurship.</p> <p>They will be able to develop a critical view of the different components and phases of sustainable fashion in teams.</p> <p>They will be able to identify their own skills and preferences in relation to the different fashion professions.</p> <p>Role play encourages teamwork and being part of a community.</p>
Content	<p>In terms of content, the workshops provide theoretical inputs that enable the development of knowledge about all stages of the production chain, the challenges and requirements, the various fashion-related professions, and the prospects of a greener fashion industry</p> <p>To put these insights into practice, the central idea of the G-Local Hub is to make the theoretical aspects as interactive as possible through discussions and as concrete as possible through storytelling. Additionally, to internalise these theoretical elements, the G-Local Hub proposes a practical approach involving role-playing activities.</p> <p>Currently, we are focusing on activities related to marketing and communication. However, the concept of the G-Local Hub can be replicated for other stages of the production chain, such as creating a collection, product design, and sales.</p>
The places you will set the G-Local Hubs	<p>What could be interesting is to develop the activity in a location representative of a step in the production chain (as long as it is a safe place). In the test case, Liberittuti have developed it at LT Factory, which is a place that includes a sewing lab and warehouses of a sustainable fashion company in their network.</p>
Other instructions for facilitators	<p>Help young participants to:</p> <ul style="list-style-type: none"> ● Understand the theoretical content presented by the fashion expert ● Understand and actively participate in the role play ● Produce the objectives

Laboratory Activities

Topic	Sustainable Fashion: Marketing and Communication Strategies
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Activity 1	Theory and discussion on sustainable fashion, with a focus on the marketing and product communication phases.
Objectives	<ul style="list-style-type: none"> ● To familiarise young people's theoretical knowledge of sustainable fashion: what is it? what are the regulations ● To better understand sustainable fashion through Chloé storytelling ● To familiarise themselves with the different processes and professions in the production chain, the different professional figures mainly involved in these processes in the production chain. ● To enter into the reality of the different opportunities and constraints that this professional sector offers. ● To develop their critical sense of the realities of sustainable fashion
Preparation	Preparing the theoretical material with the fashion expert
Total duration	1h - 1h 30 min (as much time for explanation as for discussion)
Description	<p>This workshop is dedicated to sustainable fashion, theoretical knowledge of the different realities of sustainable fashion, from an ecological and social point of view. It aims to familiarise participants to all processes in the production chain, from conception to finalisation of a sustainable fashion product.</p> <p>To put these insights into practice, the central idea is to make the theoretical aspects as interactive as possible through discussions and as concrete as possible through storytelling.</p> <p>This theoretical activity will enable participants to gain general contents on sustainable fashion.</p> <p>In the theoretical part, the following points were explained and discussed :</p> <ul style="list-style-type: none"> ● What Is Sustainable Fashion ? ● How To Be More Aware Of The Environment And Ethics ? ● Storytelling - Study Case Of Chloe

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	<ul style="list-style-type: none"> ● Critical Thinking About Sustainable Fashion ● The Long Road to Sustainability ● Innovative Materials <p><i>Throughout the presentation, there will be questions and answers on the theoretical aspects, as well as reflections on the challenges and prospects of a more sustainable fashion. Many of the theoretical points are explored in greater depth as the questions are asked, to ensure a more interactive approach.</i></p>
Materials	<ul style="list-style-type: none"> ● Printed theoretical materials or presentation on-line - see Annex 3A General Theory on Sustainable Fashion

Topic	Sustainable Fashion: Marketing and Communication Strategies
Activity 2	Practical phase with role-play: processes and professional figures in the field of product communication and marketing
Objectives	<p>The young people will have to develop and present a communication and marketing project for a predefined fictitious product. They will be able to acquire the following skills:</p> <ul style="list-style-type: none"> ● To put theoretical knowledge about the various stages of communication and marketing into practice through role-playing ● To develop in team a critical thinking and reflection ● To experience and understand from the inside the different stages and professional figures involved in the marketing and communication phases ● To work in teams, to get involved, produce and present group work ● To understand the principles, opportunities and limits of working in this field ● To identify the careers best suited to their skills and competencies

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Preparation	Two preparatory meetings with the fashion expert and the two youth workers to define and prepare the theoretical contents and timeline of the workshop and the roles assigned to each one.
Total duration	2h
Description	<p>A workshop dedicated to sustainable fashion, putting into practice theoretical learning on the different realities of sustainable fashion, from an ecological and social point of view, with a focus on the marketing and communication phases. This practical activity will make it possible to experience, from a role-play planned, the processes and professional figures in the field of communication and marketing of a predefined fictitious product (see Annex 3B: Role-Play Materials and Annex 3C: Fictional Product Cards)</p> <p>Introduction : The facilitator explains to the participants what a marketing and communication plan contains, the objectives and the different steps involved in drawing it up.</p> <p>Step 1 - 10 min: Presentation of the concept and rules of the role-playing game used for the workshop - Presentation of the two predefined dummy products (see ANNEX 3B: game rules and ANNEX 3C - product sheet : TEAM 1 -SECOND HAND -VINTAGE and TEAM 2 STREET WEAR - SKATE SHOES) that will be used for the game, one product per team .</p> <p>Each team will have to use the materials (rules of the game and product sheets - see ANNEX 3B and ANNEX 3C) to create a communication and marketing campaign. In terms of production, they can only create a speech or even a digital or paper graphic medium.</p> <p>Each team will have different professional figures (communication or marketing) and a budget to design the communication campaign within a realistic constraint.</p> <p>Step 2 - 15 min: Allocation of the work teams (3 young people per group, as mixed as possible) - Identification and allocation to each of the different tasks and professional figures to draw up the marketing and communication plans per team.</p> <p>Step 3 - 45 - 60 min: Team work, objective: elaboration of the contents of a marketing and communication plan for the chosen factitious product.</p>

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	Step 4 - 20 min: Presentation of group work in plenary, group reflections on the game.
Materials	<ul style="list-style-type: none"> ● Practical part: mobile phone, paper, pens, glue, scissors, printer ● Role-Play Materials (see Annex 3B) ● Fictional Product Cards (see Annex 3C)

4.6. Nature as a Laboratory for Making Fashion Pieces

Topic of the G-Local Hub Laboratory	Nature as a Laboratory of Making Fashion Pieces
The target group you will address	Young people 16 - 30 years or older, who are interested in activities about nature, awareness and sustainable lifestyle.
Objectives	<ul style="list-style-type: none"> ● A conscious perception of the materials we use. Encouraging a responsible approach to nature. ● Expanding social skills: group work and reflection: Promoting self-efficacy; self-confidence and independence; mindful and sustainable use of nature/ natural materials. ● Presenting the handmade products and getting an understanding about their prices, options to sell it.
Learning outcomes	<p>The experiential pedagogical approach and the lifeworld-oriented pedagogical model form the core of this module. The outcomes are depending on the individual experiences of each participant. In general case: Participants will produce self-made jewellery, accessories like lanyards and storage bags.</p> <p>The participants will be aware of the connection between nature and human products and their processes and effects/consequences on nature and advantages and disadvantages for humans. Also, the participants will get to know how to sell their products and they will think about ethical issues about (price) value of products.</p> <ul style="list-style-type: none"> ● Participants turn their focus towards nature ● Fashion as a status symbol "branded goods" towards upcycling and recycling ● Discuss/ take responsibility for one's own actions ● Recognise opportunities for everyone to do their part ● To feel part of the group - a member of the society ● Being able to make decisions or choices

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<p>Content</p>	<p>Green awareness, recycling, upcycling and fashion are topics that need to be promoted to young people. An environmentally friendly approach and a modern participation in society on our unique planet is an important topic for us, which should also be internalised in the association. Therefore, a group of experts from the Sozialwerk Dürener Christen have joined forces and designed an overall module consisting of 3 main units, which contain 1-3 activities. The experiential pedagogical approach and the lifeworld-oriented pedagogical model form the core of this overall module. A mindful excursion into the forest, exploration in the locality and the sharpened sense in the search for usable natural elements, or the creative handicraft units will provide the young people with insights that point to environmental appreciation, the connection of people with nature, as well as alternative, trendy and contemporary participation possibilities.</p> <p>The overall module has a duration that is difficult to define, as it depends on the location/country, infrastructure, group (dynamics) and also the motivation of the trainers. The individual preferences of the participants also play an important role in the implementation of this module. Nevertheless, rough time guidelines are given, which are realistic following the tests that were done. For example, a participant may be interested in learning and trying out a complex knotting process for their bracelet, which will take a lot of time, while another participant might like to make an earring, for example, which would be done in a short time, and again a third participant would also like to sew an extra storage bag, for which more time has to be planned. These flexible and individual processes must be taken into account in the implementation. The activities of this G-Local Hub may also be done separately from each other, as well as independently in several sessions. If all activities are done together in one shot, the effect on participants will be greater. The exact approach, however, is ultimately decided by the trainers, the participants and no less important the availability of spatial capacities and general resources.</p>
<p>The places you will set the G-Local Hubs</p>	<p>Examples:</p> <p>Forest; Park; Beach: any place in nature where you can find natural elements on the ground without destroying the ecosystem.</p> <ul style="list-style-type: none"> • To create the pieces/products you need a workshop space (indoor or outdoor) with craft equipment and safety instructions for use of the equipment.

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	<ul style="list-style-type: none"> • Online workshops can also be offered. Instead of going to the forest to find objects, the participants could also look for things in their homes. The flat then becomes a workroom/lab.
Other instructions for facilitators	<ul style="list-style-type: none"> • Regarding the group size you need to plan the time frame and all the three methods can work independently but for more effect and better results we recommend to implement every activity in a 3-day workshop. This will have the effect that the participants will spend 3 days focused on the topic of experimentation and will get a very intense view of nature and human connection. They will also think very critically about human behaviour and fashion consumption after seeing how much real work, effort, time is spent to create a product and what price might be fair for it. • The natural materials could be processed outdoors directly in the forest. • Fabric bags for storage could be made in advance by another group in the sewing workshop. • Videos explaining the individual tasks can be sent to the participants and then they work together on the product in the online environment. • Explainer videos can help to make access to guidance more practical for our clients. In this way, they have the possibility to watch it again any time or to pass it on to other people in their social environment. This way the participants act as multipliers.

Laboratory Activities

Topic	Nature as a Laboratory of Making Fashion Pieces
Activity 1	<p>Collecting materials in nature Combine natural materials with recycled products to create jewellery and accessories.</p> <p>A mindful excursion into the forest, exploration in the locality and the sharpened sense in the search for usable natural elements, or the creative handicraft units will provide the young people with insights that point to environmental appreciation, the connection of people with nature, as well as alternative, trendy and contemporary participation possibilities.</p>
Objectives	Giving appreciation to the small things in life.

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	<ul style="list-style-type: none"> ● A conscious perception of the materials we use. Encouraging a responsible approach to nature. ● Conscious and sustainable use of nature/ natural materials. ● The young participants will learn that they also can make a contribution to the protection of the environment. ● Focus on things that can be found in nature. ● Expanding social skills: group work and reflection. ● Making one's own individual product; turning old into new. ● Promoting self-efficacy, self-confidence and independence.
Preparation	<ul style="list-style-type: none"> ● Find the public transport timetable and calculate the journey time/ or arrange your own transport/. ● Adapt the size of the group to the action, if necessary travel in several small groups. ● Consider group dynamic processes. ● Provide some theoretical inputs in advance to gauge interest in the topic. ● See the explanatory videos. ● Send invitation with time schedule to participants ● Form groups and decide who is going to accompany them as a facilitator / leader. <p>Please observe the principles of sustainability and recycling:</p> <ul style="list-style-type: none"> ● Only use pure natural materials for the actual piece of jewellery, make sure that they are natural materials that are no longer integrated into nature and can be taken from nature without causing damage - i.e. do not break off tree branches or steal wood/leaves etc. that still serve as a habitat or food for animals. ● Create an awareness of natural interrelationships. ● Use ribbons/cords made from recycled materials for further processing of the jewellery, ideally donated rejects that are no longer needed in production.
Total duration	Total duration approx. 3 hours depending on travel time
Description	<p>1. greeting of the participants before departure at the meeting point Travel to the forest - with public or private transport. The travel time is used to get to know each other in the group. The idea of recycling can be introduced in a broader context. Possibly a rally to focus the perspective, or a game: I see noticing the rubbish, litter on the streets, how many people with shopping trolleys do I see, how many rubbish bins are overflowing, etc.;</p> <p>2. on site in nature - in the forest Ask participants about their expectations and where their interest in the topic comes from.</p>

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	<p>3. positive feedback and transition to the task It is a good idea to play a get-to-know-you game if the group does not yet know each other: it gives the individual participants a sense of security and simplifies communication.</p> <p>Task 4 Preparatory: Participants are asked to familiarise themselves with the place, walk around, find a place and become more mindful. It is an opportunity to train sensory perception - hearing, feeling, smelling, seeing...</p> <p>Actual task: Participants should bring 3 pieces that they find during a silent walk through a more defined area (lab). Things that are lying loose, that get their attention, that “are calling” them. Give the participants a predefined time - appx. 10-15 min. Then everyone returns to the group. You, as the facilitator(s), observe the group. Each participant is allowed to describe his/her nature pieces and tell why he/she has chosen them - here you set communication rules - i.e. everyone listens, questions will be asked at the end, no inappropriate remarks, no laughing, etc. When all participants have had their turn, put up two boxes. Each participant will now make a decision which pieces to use for making their jewellery in the next activity coming. The pieces will be marked with the participants’ names and put into box 1. The other parts go into box 2 and are made available to everyone to choose. In this way, the found pieces remain valuable and get the chance for further processing. This is where the idea of "nothing is useless" comes into play.</p> <p>1. Reflection Collect feedback on the process. Each participant can briefly share what was good, what was not, but concrete and not superficially. Your feedback as trainers is also needed. Speak up yourself. Create a group spirit. Now give a preview of Module 2 to educate and prepare participants for the next steps.</p> <p>2. The return journey together</p>
Materials	<ul style="list-style-type: none"> ● Adhesive tape, pens (for name tags and material identification). ● Two boxes; means of transport (i.e. bus of the association); video materials.

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Topic	Nature as a Laboratory of Making Fashion Pieces
Activity 2	Making Jewellery and Accessories from Nature Pieces
	Version 1: Make a Necklace Version 2: Make a Lanyard Version 3: Sewing Storage Bags
Objectives	Making one's own individual product; promoting self-efficacy; self-confidence and independence; conscious and sustainable use of nature/natural materials.
Learning outcomes	Knowledge and skills for making a piece of jewellery from natural materials; awareness of nature and a sustainable approach to our environment; independent work.
Preparation	Preparing the workshop, providing the workplace and the necessary safety equipment, getting the necessary tools.
Total duration	Total duration (approx. 1- 3 hours)
Description	<ol style="list-style-type: none"> 1. Explain the complete procedure 2. Provide a safety briefing 3. Introduction to the use of the required tools 4. Clamping the natural piece into the corresponding device 5. Drill a small hole through which the cord for the necklace will later be passed. 6. Sanding the jewellery if necessary. 7. Painting the jewellery if necessary. 8. If applicable, use different braiding techniques to make a cord (see videos below). 9. Passing the cord through the pre-drilled hole. 10. Knotting the cord (if necessary, use special knots to close the necklace) (see videos below). 11. If necessary, attach a key ring for the lanyard. 12. Sew storage bags (see instructions below).
Materials	<p>A sturdy table, a wooden and a stone drill, clamps to clamp/attach the collected natural materials, safety equipment, sandpaper, paint and brushes, protective equipment.</p> <p>The organisers of each laboratory can adjust the practical activity according to the needs and the available resources. They could use different materials for creating the jewellery or produce different clothing items.</p>

- Collected natural materials (specially shaped pieces of wood, stones, nuts, tree fruits, etc.)
- Cord/cords made of wool/ recycled paracord (optimally donated leftovers from some factories - ask suitable companies)
- Key rings, if applicable
- Paint and brushes for painting wood/stones, pencils
- Sandpaper for wood and stones
- Drill and clamping device
- Protective equipment (goggles, gloves, gown)

Videos:

- DIY Cord - How to make a cord yourself German instructions
https://www.youtube.com/watch?v=DSa0K9cbZ_I
- How to tie the snake knot
<https://www.youtube.com/watch?v=n9LzgGVxEZY>
- Sliding knot adjustable - Bracelet necklace knot - 123Rice
<https://www.youtube.com/watch?v=ds76V7DRZ6o>

Version 3

Instructions: Sew a simple jewellery bag

1. Lay the fabric double right sides together, mark out the desired size and cut out.
2. Unfold the piece of fabric and double fold it at the two outer ends, at the upper edges towards the inside and sew it close to the edge at the bottom of the fold, so that a tunnel is created at both ends.
3. Place the fabric right sides together again and this time sew the sides close together, but only up to the drawstring (do not sew over it).
4. Turn the bag from the left to the right.
5. Using a safety pin, pull a matching cord from right to left through the top drawstring and then from left to right through the bottom drawstring.
6. Do the same with a cord from the other side in the reverse direction.
7. Knot the cords at the end.

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*See explanatory images below this description.



For more inspiration and ideas from other sources:

<https://www.liebenswert-magazin.de/steine-bemalen-die-wirkung-von-mandala-steinen-2077.html>

<https://recyclingkunst.wordpress.com/2019/04/27/neue-ideen-zum-selbermachen-von-modeschmuck-aus-holz-und-materialresten/>

[https://www.etsy.com/de/LionaHotta/listing/645233069/mandala-](https://www.etsy.com/de/LionaHotta/listing/645233069/mandala-stein-tropfen-)

[halskette?utm_campaign=Share&utm_medium=social_organic&utm_source=MSMT&utm_term=so.smt&share_time=1543536843000&epik=dj0yJnU9dWxjMzQxT1FZX2pfdkFRdC1oaUZBUmtzajFXWHhwQmMmcD0wJm49OFVra0d3Y1ZQZWs3b3lzYjVLaWpodyZ0PUFBQUFBR1A4emc4](https://www.etsy.com/de/LionaHotta/listing/645233069/mandala-stein-tropfen-halskette?utm_campaign=Share&utm_medium=social_organic&utm_source=MSMT&utm_term=so.smt&share_time=1543536843000&epik=dj0yJnU9dWxjMzQxT1FZX2pfdkFRdC1oaUZBUmtzajFXWHhwQmMmcD0wJm49OFVra0d3Y1ZQZWs3b3lzYjVLaWpodyZ0PUFBQUFBR1A4emc4)

[https://www.etsy.com/de/listing/797686225/naturlicher-anhanger-](https://www.etsy.com/de/listing/797686225/naturlicher-anhanger-avocado-)

[grube?gpla=1&gao=1&utm_source=google&utm_medium=cpc&utm_campaign=shopping_en_b-jewelry-necklaces-](https://www.etsy.com/de/listing/797686225/naturlicher-anhanger-avocado-grube?gpla=1&gao=1&utm_source=google&utm_medium=cpc&utm_campaign=shopping_en_b-jewelry-necklaces-)

[pendants&utm_custom1= k EAlaIQobChMI0tDWnIO2 QIVh-](https://www.etsy.com/de/listing/797686225/naturlicher-anhanger-avocado-grube?gpla=1&gao=1&utm_source=google&utm_medium=cpc&utm_campaign=shopping_en_b-jewelry-necklaces-)

[5RCh28wgBDEAkYCyABEgLf fD BwE k &utm_content=go 316043929_18221315929 63902677849 pla-](https://www.etsy.com/de/listing/797686225/naturlicher-anhanger-avocado-grube?gpla=1&gao=1&utm_source=google&utm_medium=cpc&utm_campaign=shopping_en_b-jewelry-necklaces-)

[106550431715 c 797686225dede 102852917&utm_custom2=316043929&gclid=EAlaIQobChMI0tDWnIO2 QIVh-](https://www.etsy.com/de/listing/797686225/naturlicher-anhanger-avocado-grube?gpla=1&gao=1&utm_source=google&utm_medium=cpc&utm_campaign=shopping_en_b-jewelry-necklaces-)

[5RCh28wgBDEAkYCyABEgLf fD BwE](https://www.etsy.com/de/listing/797686225/naturlicher-anhanger-avocado-grube?gpla=1&gao=1&utm_source=google&utm_medium=cpc&utm_campaign=shopping_en_b-jewelry-necklaces-)



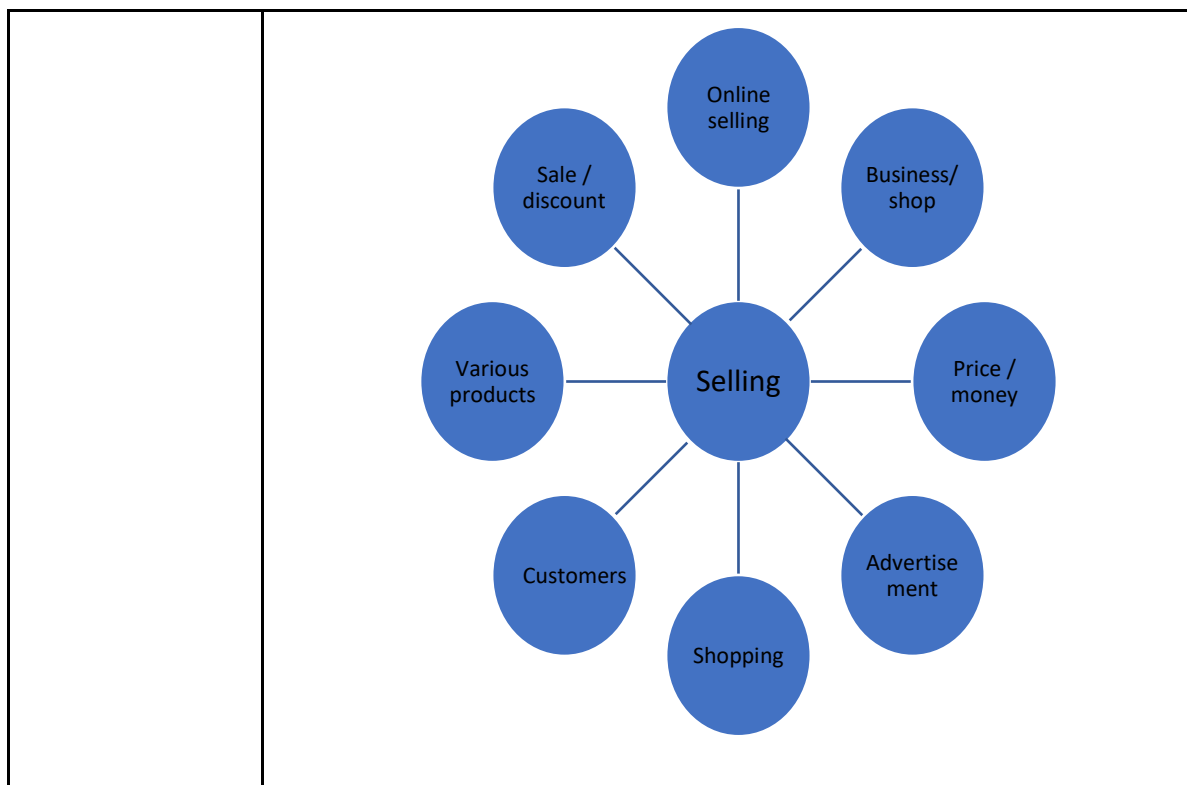
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Activity 3	Presenting Jewellery for Sale
Objectives	<ul style="list-style-type: none"> ● Sales Simulation ● Present the self-created piece of jewellery as a possible sales product.
Materials required for your laboratory	Own-made jewellery, mobile phones, internet connection, paper, posters, pens, room, shop, apps (see appendix). Material depends on which form of presentation is chosen)
Guidelines for youth workers	Please observe the principles of sustainability and recycling. (i.e. which materials are found in the household and how they are washed and prepared for reuse in the laboratory).
Further instructions for facilitators	If apps are used, it is recommended to try them out yourself in advance.
Preparation	The facilitators must secure the materials except for the mobile phones and make them available in the working environment.
Total duration	30 - 60 minutes
Description	<p>Participants should view their handmade jewellery as a product for sale.</p> <ol style="list-style-type: none"> 1. The facilitators create a mind map on a poster on the topic: "What do you think about 'selling'?" The following guiding questions can support: <ol style="list-style-type: none"> a. Where do you buy products? b. How do you become aware of certain products? c. What do you need for shopping? d. What is important to you when you go shopping? (See Mind map example in the materials description) 2. The term "advertising" (or similar) from the mind map is taken up by the facilitators and the topic "presenting a product" is derived from it. The participants should present their own products for sale. The sale can take place via different channels, therefore different presentation possibilities can be chosen: <ol style="list-style-type: none"> a. Presentation in the shop The participants have to present their self-made jewellery for sale in one area of the shop. They are free to decide how this presentation should look (i.e. lying, hanging) and if they want to add a description to the product.

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	<p>b. Presentation for online sales (i.e. social media post) through photos or video The participants should use apps such as Stop Motion Studio, Canva, mysimpleshow (links are shown below) or similar to create photos and videos with their mobile phones in which they present their product. The participants should test the functions of the apps. It is recommended that everyone uses the same app.</p> <p>c. Presentation via posters The participants should create an advertising poster for their product. Use pens and poster paper for this activity. Slogans and/or descriptions can be made up.</p> <p>In addition, the following step can be included:</p> <p>3. The participants should think about the price at which they would offer the product. The following guiding questions can help:</p> <ol style="list-style-type: none"> How much work was involved (in hours or minutes)? What is the cost of the materials used? What would I myself pay for this product?
Materials	<p>Homemade jewellery, mobile phones, internet connection, paper, posters, pens, room, shop, apps (see appendix). Material depends on which form of presentation is chosen. Links to the apps: https://www.canva.com/de_de/herunterladen/android/ https://www.cateater.com/ https://simpleshow.com/plans/de/ Instructions for the apps: https://www.youtube.com/watch?v=6pDL-FN0HLE https://www.youtube.com/watch?v=gqgf8vP1XwY https://www.youtube.com/watch?v=SS7JNNer9Vg https://www.youtube.com/watch?v=2J9gZonUx8w Sample solution Mindmap:</p>



4.7. Upcycling and Reuse of clothing

Topic of the G-Local Hub Laboratory	Mending of old clothes, refashioning of old clothes, exchange of clothes
The target group you will address	Young people 18 – 30 years old
Objectives	The laboratory introduces the participants to the problem of sustainability in fashion and works to promote both the knowledge on how to mend clothing for continued usage, as well as how to refashion or repurpose clothing to extend its lifetime. Participants will mend or refurbish old clothes to learn these skills and also exchange clothes which are still usable, but which they cannot imagine using further.

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Learning outcomes	<p>This laboratory teaches participants:</p> <ul style="list-style-type: none"> • How to mend and refashion old clothes with sewing skills • A selection of ideas on how to repurpose old clothing fabric for other uses. • Creative skills by redesigning clothing articles that they may feel are out of style or could need a change in character • Why fast fashion is not sustainable and why slow fashion helps preserve our resources.
Content	<ul style="list-style-type: none"> • Participants bring own old clothes • Theoretical part (30 min) on clothing durability, importance of mending. Participants are told about the issues concerning fast fashion and how to look out for more durable clothing that lasts for longer periods of time. • Sewing tutorial (15-30 min) with trial • Optional exchange phase (if participants have excess clothing) • Identify the mending necessary and set up plans on how to go about it • Mending and refashioning activities on the selected clothing items • Presentation of results
The places you will set the G-Local Hubs	Any location which fulfils the general guidelines for a G-Local hub, as well as provides enough free table space and access to electricity if using a sewing machine.
Other instructions for facilitators	<p>Skilled participants might be helpful in teaching unskilled participants Finished participants can be invited to help out other participants or can utilise leftover materials to craft smaller trinkets Distribute some materials at start that are reasonable to be used, so that participants do not need to go to the common resource pile for every minor matter at the start.</p>

Laboratory Activities

Topic	Sewing
ACTIVITY 1	The Clothing Exchange
Objectives	The activity tries to have participants exchange and refurbish old clothing among each other.
Preparation	Facilitators should try to consider the participants and bring adequate tools, as well as additional fabric and material. This is

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	<p>especially useful if participants are not expected to have enough clothes to make a reasonable exchange. Try to make sure that the materials provided are of decent quality and durability.</p>
Total duration	3h
Description	<ul style="list-style-type: none"> ● Participants bring own old clothes ● Theoretical part (30 min) on clothing durability, importance of mending. Participants are told about the issues concerning fast fashion and how to look out for more durable clothing that lasts for longer periods of time. ● Sewing tutorial (15-30 min) with trial ● Optional exchange phase (if participants have excess clothing) ● Identify the mending necessary and set up plans on how to go about it ● Mending and refashioning activities on the selected clothing items ● Presentation of results.
Materials	<p>Old clothes from participants Extra textiles, threads, ribbons, buttons and plastic bands provided by the organisation Own textiles/thread participants may want to incorporate Sewing tools, provided by the organisation (needles, pins, thread, scissors, rulers/measuring bands, sewing machine?) Pencils and chalk</p>
Guidelines for youth workers how to collect the materials	<p>Please follow the principles of sustainability and recycling (ex: what materials to look for in the household and how to wash and prepare for reuse in the laboratory)</p>

Snapshot Gallery: Capturing Fable in Action



Liberitutti Società
Cooperativa Sociale
Italy



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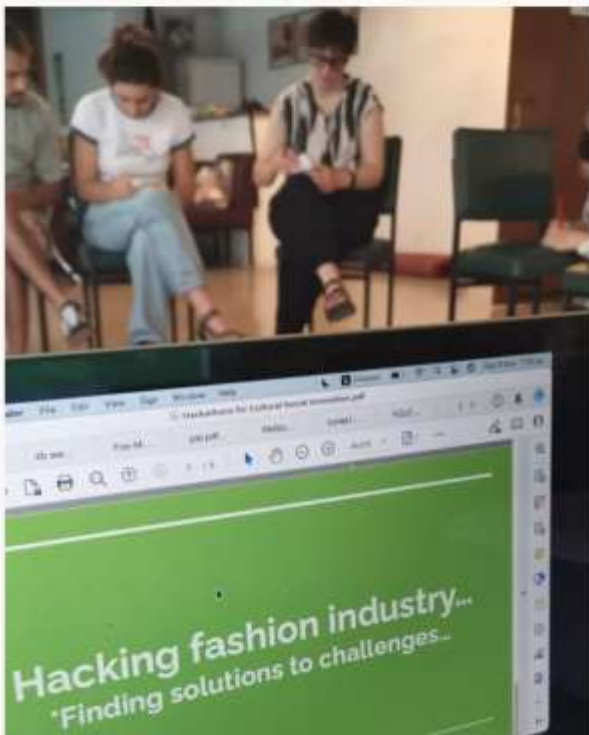
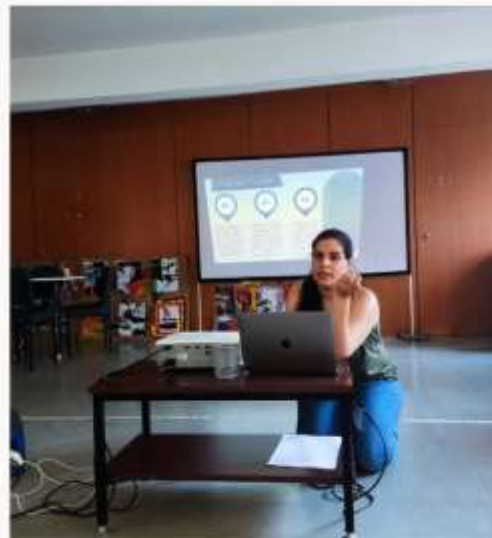
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Annexes

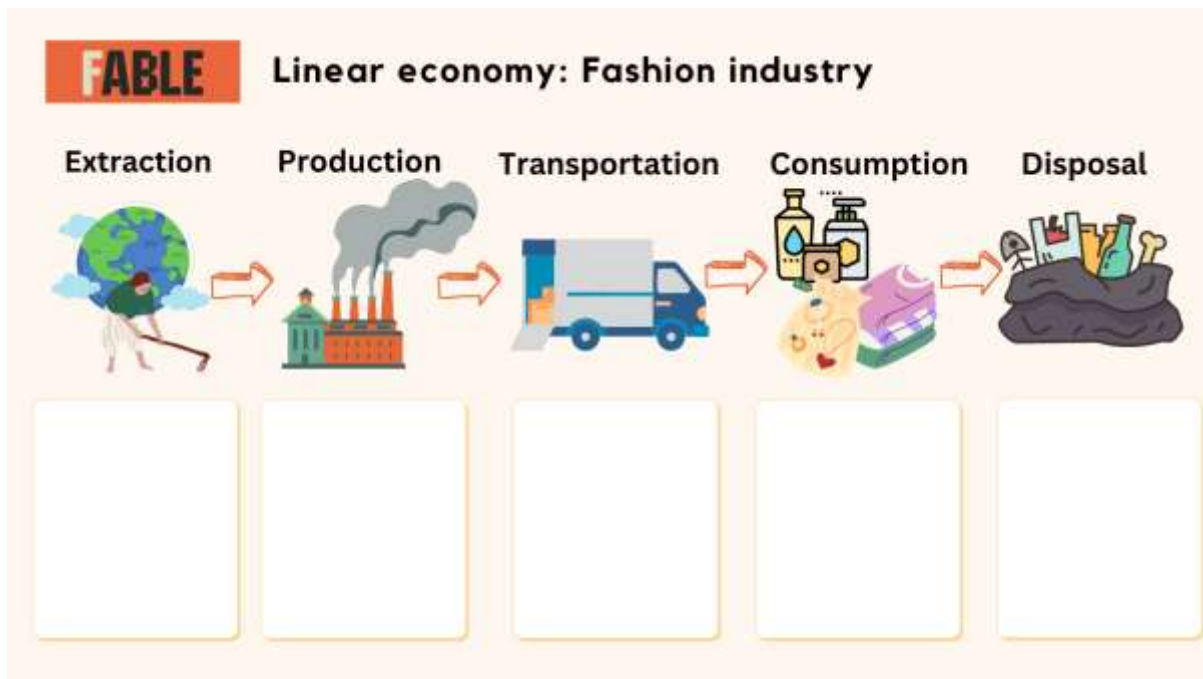
Annex 1

[Learning Material “Natural Dyeing. Why Slow Fashion?”](#)

Annex 2

Additional Materials to Laboratory Analysis and Action for Sustainable Fashion

Annex 2A. Linear economy: Fashion industry



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Annex 2B. Mapping: Fashion industry



Mapping: Fashion industry

How to map the life cycle of this product

1. Mark your current location (it represents where the fashion item is currently consumed).
2. Think about how it is made and where the resources could be found? Mark this spot as well.
3. Where it is produced? If multiple places are involved in the production, mark them down as well.
4. How it is transported? Mark the transportation routes.
5. What happens to the wastes? Mark their destination as well.
6. Connect the routes in order to be visible on the map.
7. What do you see?



Annex 2C. Infographic: Fashion industry



Infographic: Fashion industry



Water use



Materials use



Microplastics



Chemicals



Energy use



Emissions



Wastes



Working conditions:
child labor,
gendered exploitation,
wage inequality

- Look for data that describe important aspects related to the fashion industry.
- You could go through the available materials that have been provided to you or use digital devices to look for information.
- You could use data platforms, articles and reports from relevant organisations.
- Create an infographic to present your findings.

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Annex 2D. Good practices: Sustainable Fashion

FABLE **Good practices: Sustainable Fashion**

Private initiatives and practices

Public initiatives and practices

Community initiatives and practices

Based on your knowledge and experience, are there any local or national initiatives (private, public, common) that seem to be in line with your sustainable fashion principles? Private, public and community initiatives are organised and managed by private companies, the state and the community, respectfully.

Annex 2E. Action for Sustainable Fashion

FABLE **Action for Sustainable Fashion**

2. TARGET GROUP
Who do you want to reach, affect their perceptions and attitudes?

3. KEY MESSAGE
What do you want your target group to reflect upon, learn, deeply understand?

4. TYPE OF ACTION
How are you planning to do this?

1. AIM
What do you want to achieve with your campaign?

TAKE ACTION

5. COMMUNICATION STRATEGY
How are you planning to reach your target group?

6. EVALUATION & FOLLOW - UP
How are you planning to evaluate the effectiveness of your campaign? What would be the next steps?

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Annex 3

Additional Materials to Sustainable Fashion: Marketing and Communication Strategies

Annex 3A. [General Theory on Sustainable Fashion](#)

Annex 3B. [Role-Play Materials](#)

Annex 3C. [Fictional Product Cards](#)



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