

# Lesson Plan: Exploring Fashion

---

**\*\*Grade Level:\*\*** Middle School

**\*\*Duration:\*\*** 50 minutes

**\*\*Topic:\*\*** Fashion – History, Trends, and Personal Expression

## Learning Objectives

- Identify the role of fashion in history and culture.
- Recognize how fashion trends develop and change over time.
- Express their individuality by designing a fashion sketch or mood board.
- Discuss how fashion connects to identity, confidence, and creativity.

## Materials Needed

- Whiteboard or projector
- Images of fashion styles across eras (e.g., 1920s flapper, 1970s disco, 1990s streetwear, today's athleisure)
- Paper, pencils, colored markers or crayons
- Scissors, glue, old magazines (optional for collage/mood board activity)

## Lesson Breakdown (50 minutes)

### Warm-Up Discussion (5 minutes)

Ask students: "What comes to mind when you hear the word 'fashion'?"

Write answers on the board (clothes, celebrities, self-expression, trends, etc.).

Transition: Explain that fashion is not just about clothes, but also about culture, history, and personality.

### Mini-Lecture: Fashion Through the Ages (10 minutes)

Show 4–5 images of different fashion eras.

Briefly explain:

- 1920s: Jazz Age, shorter dresses, flapper style.
- 1950s: Post-war elegance, full skirts, leather jackets.
- 1970s: Disco, bell-bottoms, bright colors.
- 1990s: Grunge, hip-hop influence, minimalism.

- Today: Mix of retro, sustainable fashion, streetwear.  
Ask: "Which of these would you want to wear? Why?"

### **Group Activity: Trend Detective (10 minutes)**

Divide students into small groups.

Each group brainstorms: "What fashion trends are popular today among people your age?" (sneakers, hoodies, crop tops, thrift shopping, etc.).

Each group shares one trend and why they think it's popular.

### **Creative Activity: Design Your Style (15 minutes)**

Option A – Fashion Sketch: Students draw an outfit that expresses their personality.

Option B – Mood Board/Collage: Using paper, magazines, or drawing, students create a "style mood board."

Encourage them to label what each element says about them (e.g., "bright colors = energetic," "sneakers = comfort").

### **Reflection & Share-Out (8 minutes)**

Invite a few volunteers to present their sketch or board.

Class discussion: "How does fashion help us express who we are?"

Wrap up by highlighting that fashion is art, identity, and communication.

### **Assessment**

- Participation in group discussion and activity.
- Completion of fashion sketch/mood board.
- Ability to connect fashion to self-expression in share-out.