**The Perfect Uniform for a Happier World**

Learning objective: for the children to use the knowledge gained over the week to make sustainable clothing choices for dressing a mannequin.

We recommend starting from the following Twinkl resource and adapting it for purpose:

<https://www.twinkl.co.uk/resource/t-t-29023-roll-and-dress-up-toy-person-busy-bag-prompt-card-and-resource-pack>.

The resource gives you an image of a boy and an image of a girl. There are also items of clothing in lots of different colours. Finally, if you want the children to play a game there is a dice with different colours on.

You will need to adapt the Twinkl resource for the purpose of the “Perfect Uniform for a Happier World” activity. To do this, you have two options:

1. Write on the back of the items of clothing where they have come from (a list will be provided below). The children can then cut out the items themselves to put on their “child”.
2. Have different containers around the room with pre-cut clothing in them. Colour-code the clothing items for where they have come from, choosing from the list provided below (e.g., all red items are in the “charity shop” container, all blue items are in the “brand new but low quality” container, etc.).

The challenge is to dress the mannequins as sustainably as possible. For younger children, you could give them the list in the correct order so that they have all the information they need to make the correct choices. For Years 2-4, you could just give them access to the containers, without talking through which categories are more sustainable than others, simply giving them freedom to choose. It would be good to have a class discussion afterwards to get them to explain why they made the decisions they did.

Where clothes have come from:

1. Passed on from family/friend
2. Charity shop
3. Pre-loved clothing that has been upcycled (e.g., dyed, patches added, etc.)
4. Bought brand new from sustainable manufacturer
5. Bought brand new from unsustainable manufacturer

This list has been created in order of sustainability credentials, with the most sustainable choice at the top and the least sustainable choice at the bottom.

This particular activity is probably too easy for Years 5 and 6. Instead, you could ask them to create their own decision tree for how to choose sustainable clothing. They should think about collating all of the information they have learnt throughout the week of different places where we dispose of our clothes, the distances clothes travel, the different types of manufacturing processes and materials there are, and whether we need new clothes at all. An example of a decision tree is provided in the other resources.

To extend this activity for KS2, you could get the pupils to think about their school uniforms at the moment. Where are they made? What happens when the child is done with their particular uniform? Is there anything the pupils could do (persuasive letter?!) to change where their uniform is sourced? What level of autonomy do the pupils have to make decisions? How do they start effecting systemic change? You can then link to the UN Convention on the Rights of the Child (UNCRC): <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>.