



# Second Skin

**Fashion design education to enhance sun safety awareness**

*A toolkit designed to facilitate greater understanding of the role of fashion design in society and the value of design thinking skills in solving wicked challenges. The program uses fashion as a catalyst to provide a framework for young people to address a systemic health issue (skin cancer), and in doing so, obtain a more acute awareness of the sun safety message (alternative to a scare campaign).*

**AUTHORS**  
**BENCHMARKS**  
**CURRICULUM**  
**TEACHING LEVEL**

Dean Brough and Natalie Wright, QUT  
 Australian Curriculum  
 Science, Art, Home Economics, Industrial Technology and Design, SOSE  
 3-6, 7-10

## EXPECTED DURATION



**X 7**

This toolkit has been structured as seven, 60 minute lessons based around three activities, but can be extended or shortened as required.

## EXERCISES

1. Design profiling
2. Design development
3. Design realisation and presentation

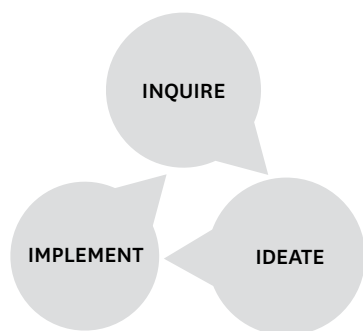
## RESOURCES FOR COMPLETION

- Fashion magazines
- Pencils, pens, markers, staplers, glue, pins and scissors for each group
- Butcher's paper, sheets of coloured card and recycled materials (e.g. boxes) for each group
- A4 body templates (available freely on the internet)
- Approx. 2 metres of fabric or Vilene per student (available at fabric shops)
- Garment mannequin (if available)

## RESOURCES FOR DOCUMENTATION

- Document student reflections in a folio or other method preferred by the teacher
- Digital camera or scanner to document profile boards, concept development sketches and final presentations
- Digital video camera to record final presentations (optional)
- Upload photos or video to class wiki (try [www.wikispaces.com](http://www.wikispaces.com))

## DESIGN AND CAPABILITIES



Capabilities for creating successful learners, confident and creative individuals, and active and informed citizens.

Literacy



Numeracy



ICT capability



Critical and creative thinking



Personal and social capability



Ethical behaviour



Intercultural understanding




[Visit Design Minds](#) for more info on design phases.

[Visit the Australian Curriculum website](#) for more info on general capabilities.

# Design Profiling

 60 mins

Inquire  
Ideate  
Implement 

---

## METHOD

Small groups or pairs

---

## ACTIVITY

*In this activity students will use images collected from fashion magazines to build a client profile board.*

Working in pairs or small groups, identify a potential customer for a fashion label and begin to build a profile of this client. Consider who this potential customer is and explore broader lifestyle questions like what do they eat, drink, wear, buy, shop, travel, consume etc. Give the fictitious person a name, age and profession.

Using images and text cut out of fashion magazines, create a collage on large sheets of card or butchers paper that visually represents this client profile.

Groups then present their target client profile board to the rest of the class and explain key aspects of their collage.

*This process mirrors many real-world design activities where a design company creates a profile of their envisaged customer base and uses it to hone market share or refine product development.*



### Have you considered?

Teachers can use well-known fashion/clothing labels that would appeal to students age and demographic to initiate initial discussions. Discuss with students which fashion brands they like to buy. Ask students why they like this label? What age bracket would this label appeal to? What type of person would also buy this label?

---

## REFLECTION

### Prompts for reflection:

- What are some of the advantages of creating a client profile?
- What type of company would use this approach for design development?
- What might be some of the limitations of client profiling?

---

## DOCUMENTATION

Scan or photograph students' profile collages and include in an online wiki for the project.

---

## IMAGES

Image from Bethan Grubb (<http://bethangrubb.blogspot.com.au/2010/10/this-is-one-more-late-night-basement.html>)



# Design Development



60 minutes x 2

Inquire  
Ideate  
Implement



---

## METHOD

Small groups or pairs

---

## ACTIVITY

*In this activity students will explore a societal design scenario and use their client profile board to brainstorm possible solutions.*

### Design scenario:

Queensland has the highest skin cancer levels in the world, with two out of three people experiencing some form of skin cancer before the age of 70. Considering that clothing is the best medium (sun screen is effective but not as protective as clothing) to protect against getting sunburnt, how might clothing be better designed to be worn in a humid hot climate and still protect against high UV exposure?

Using the client profile board from the previous activity, explore and brainstorm design ideas which would appeal to the chosen client profile. Students can roughly sketch ideas on body templates to show where and how the garment will be worn.

Ask students to explore how the garment design will address the needs of the scenario. In the case of sun safety, explore ventilation ideas to address the heat build up in hot humid climates and explore free flowing styles for comfort. Consider styles that allow for transformability to protect the body when needed such as hoods etc.

Ask each group to present their top three design ideas to the class.

---

## REFLECTION

### Prompts for reflection:

- What are the key issues in this design scenario?
- How do each of your three designs address the key issues in the scenario?
- Would these styles be worn? Are they practical?
- Do the styles align to the client profile?

---

## DOCUMENTATION

Scan or photograph students' body templates and design sketches and include in an online wiki for the project.


---

## IMAGES

Images courtesy of Natalie Wright.



# Design Realisation and Presentation

 60 minutes x 4

Inquire  
Ideate  
Implement 

---

## METHOD

Small groups or pairs

---

## ACTIVITY

*In this activity students will prototype one of their design ideas from the previous activity.*

Select one design from the previous activity to make in cloth or Vilene. Brown paper can also be used, if desired. Ideally use a mannequin to place and pin shapes on to develop a silhouette.

Vilene is an excellent medium to work with as it retains shape, does not fray and is very well priced. It comes in numerous weights and in various shades of black, white and grey. If students do not have access to sewing machines or are not yet skilled in garment making you may use staplers for joining cloth.

Explore simple shape creation using circles, squares and rectangles to form the main parts of the garment. Circle shapes can be used to form parts of garments that require fullness such as ruffles and flounces. Rectangles can be used for skirt patterns as they are simple to create and effective for fabric utilisation—two sides of the rectangle are joined together to make a tube and then one edge of the tube is gathered to fit the waist. Rectangle shapes can also be used for cuffs, waistbands, pockets, simple collars and basic tunic shapes.

Also consider wearability issues—how will the person get into the garment? Will it be comfortable to wear? Can they walk?

Once the garment is complete students showcase their design in a runway show. Consider defining a catwalk area using brown paper taped to the floor. Students select music to accompany the garment being paraded and as a group, present the style to the audience and explain how it meets the brief and addresses the design scenario. The group should also show their client profile board so the audience can see how the style aligns with the client profile.

---

## REFLECTION

### Prompts for reflection:

- Does the design still address the scenario/brief?
- Would the client/customer wear the style?

---

## DOCUMENTATION

Photograph and record student's catwalk presentation and include in an online wiki for the project.

---

## IMAGES

Images courtesy of Natalie Wright.



# SL Design Minds

We truly appreciate your contribution to furthering design education through the use of this toolkit. To thank you we would like to send you a FREE book courtesy of the State Library of Queensland. Just include your full contact details below and we'll handpick something special for you!

## ABOUT YOU:

Teacher name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Age of students involved: \_\_\_\_\_ No of students involved: \_\_\_\_\_

Would you like to receive occasional updates from APDL? (please tick)

## ABOUT THE TOOLKIT:

Did the toolkit align with your existing learning benchmarks?

---

---

---

How easy was the toolkit to use?

---

---

---

Was the language and concepts used easy to understand?

---

---

---

Did students enjoy the activity? (Please provide any examples of student feedback or anecdotal evidence)

---

---

---

Anything else to share? (Your experiences, learnings or suggestions)

---

---

---

## HELPING OUT:

I'm interested in being contacted further for:  
(please tick)

- Providing ongoing feedback
- Authoring future toolkits
- Becoming a  
Design Minds ambassador

## WHAT'S NEXT?

Return your completed feedback form to the Design Minds team by:

- E: [asiapacificdesignlibrary@slq.qld.gov.au](mailto:asiapacificdesignlibrary@slq.qld.gov.au)
- M: Asia Pacific Design Library  
State Library of Queensland  
PO Box 3488  
South Brisbane QLD 4101

And we'll get to work selecting a special book, just for your school!